DOCUMENT RESUME

ED 248 248 SP 025 297

TITLE	Nutrition Education Curriculum. Second Grade Curriculum.
INSTITUTION	Arkansas State Dept. of Education, Little Rock.
PUB DATE	83
NOTE	178p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	*Class Activities; Dietetics; *Eating Habits; Food Service; Food Standards; *Grade 2; Health Education; Human Body; Hygiene; *Learning Activities; *Nutrition Instruction; Primary Education

ABSTRACT

Six major concepts form the framework for this second grade nutrition education curriculum: (1) Food is essential for all living things (identifying basic food groups, classifying processed foods into basic food groups, and identifying food varieties produced locally); (2) Nutrition is the food you eat and how the body uses it (recognizing how food choices are related to a healthy body and growth); (3) Food is made up of different nutrients needed for health and growth (recognizing personal eating habits and identifying nutritious food and snacks); (4) All persons throughout life need the same nutrients, but in different amounts (realizing that serving sizes vary depending upon individual needs); (5) Food production and sanitation affect food quality (realizing how food is marketed and recognizing the necessity of cleanliness in food handling); and (6) Eating is a behavioral activity which affects individuals socially, emotionally, and physiologically (recognizing manners appropriate to home and school, practicing good table manners, and making choices from a menu). Class activities are outlined, accompanied by illustrations and suggested resources for teachers. Supplementary materials are provided. (JD)

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NUTRITION EDUCATION CURRICULUM

ARKANSAS DEPARTMENT OF EDUCATION

SP 025 297

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ARKANSAS
DEPARTMENT OF EDUCATION
SECOND GRADE CURRICULUM

Dr. Don R. Roberts, Director
General Education Division

T.R. Venters, Associate Director
Finance and Administration

Ernestine A. McLeod, Coordinator
Nutrition Education Training Program

1983

Funding Provided by USDA, CNP and NET
Section 227.37(b)(3) PL 95-166

SP 025 297

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TABLE OF CONTENTS

Overview i

Introduction ii

Preface iii

Concepts and Learning Levels iv

Concept I . . . . . I - 1

Concept II . . . . . II - 1

Concept III . . . . . III - 1

Concept IV . . . . . IV - 1

Concept V . . . . . V - 1

Concept VI . . . . . VI - 1

Selected Bibliography . . . . . VII - 1

Supplementary Materials:

Basic Skills - Reading/Nutrition . . . . . S - R - 1

Basic Skills - Language Arts/Nutrition . . . . S - L - 1

Basic Skills - Math/Nutrition . . . . . S - M - 1

Basic Skills - Science/Nutrition . . . . . S - Sc - 1

Music/Nutrition . . . . . S - Mu - 1

ARKANSAS NUTRITION EDUCATION AND TRAINING PROGRAM

OVERVIEW

Legislative Origin and Program Implementation

November 10, 1977, Public Law 95-166 was passed amending the Child Nutrition Act of 1966 authorizing the Secretary of Agriculture to provide funds for development and implementation of comprehensive nutrition information and education in public schools, private non-profit schools, and child care institutions.

Paragraph (c) of Section 19 defines the term "nutrition information and education program" as a multidisciplinary program by which scientifically valid information about foods and nutrients is imparted in a manner that individuals receiving such information will understand the principles of nutrition and seek to maximize their well-being through food consumption practices. Nutrition education programs under the amended law are to include, but not be limited to, instruction of students, education staff, foodservice personnel, and parents (target groups), utilizing fully the school lunch and child nutrition programs as "learning laboratories". Two underlying objectives of the amendment are as follows:

(1) Increase participation in Child Nutrition Programs.

(2) Reduce plate waste in the food service operation.

Program implementation under the law utilizes the school cafeteria as a "learning laboratory" tying together what the child is learning about nutrition with what he is doing in the cafeteria and require team effort of the educational staff and Food Service staff. If menus served correlate with classroom learning experiences, it will require close cooperation and planning of both components, i.e., teachers and foodservice personnel.

INTRODUCTION

The curriculum guide for elementary children in Schools of Arkansas is designed to assist teachers to facilitate nutrition education activities within the existing subject areas of instruction. Nutrition Education and Training for the teachers is desirable. However, the curriculum units have been designed for easy interpretation and utilization for individuals with or without previous training.

The framework of the guide is derived from six major concepts. Within the individual concepts, there are expected outcomes to be achieved by students. The access for achievement is through the guidelines of this curriculum. Guidelines are a "road map" to assist educational personnel in arriving at a specific destination. The classroom teacher may change, expand, and adapt these guidelines according to the levels of their students.

The Ashdown Title IV-C Nutrition Project serves as the core curriculum with supplemental materials adopted from Arkansas Developer Schools.

PREFACE

These materials have been prepared to provide Administrators, Educational Staff and Food Service Personnel of Child Care Institutions with ideas, suggestions and techniques of implementing nutrition education into established subject areas for a "total school nutrition program" as intended in P.L. 95-166.

Nutrition Education is a "multidisciplinary" area in the total educational process and should be an integral part of the whole curriculum forming an essential base for the most important asset every child possesses....the potential of developing to the fullest.

Instructional methods and materials should relate subject matter content to the Food Service Programs in which the school lunch facility is employed as a learning laboratory, to stimulate the learning processes of children relative to their ability to understand their nutritional needs.

Just as good nutrition is the foundation of good health, the total food intake a child furnishes to his body is an essential part of his mental, physical, and emotional alertness. Learning what to eat and why, learning to make wise food selections, and applying this knowledge to everyday life must be taught! Nutrition advocates, (Food Service Directors and staff, teachers, administrators and parents), who practice good nutrition must realize that what they do is more important than what they say in teaching young children about food. School feeding programs provide actual participation where the concepts of good nutrition can be experienced. The effectiveness of a nutrition education program is dependent upon those individuals participating in the child's education. Educators must possess basic, usable knowledge, secure enough to critically read nutrition materials and master the techniques and tools to motivate children toward better nutrition as a way of life.

ARKANSAS NUTRITION EDUCATION PROGRAM
Curriculum Guide
for
Elementary Grades One, Two and Three

Concept I: Food is essential for all living things.

Level A: Identify basic food groups. Classify foods in natural form in basic food groups.

Level B: Identify and define processed foods. Classify processed foods into basic food groups.

Level C: Identify food varieties produced in local area and classify by food group.

Concept II: Nutrition is the food you eat and how the body uses it.

Level A: Recognize that food choices are related to a healthy body.

Level B: Identify characteristics of a healthy person. Identify things that help us grow. Recognize food choices are related to healthy bodies.

Level C: Understand that the food eaten is related to growth both in children and animals.

Concept III: Food is made up of different nutrients needed for health and growth.

Level A: Identify the basic food groups. Classify foods into the food groups.

Level B: Recognize own eating habits. Willingly taste and identify foods previously unfamiliar.

Level C: Identify nutritious food and snacks.

Concept IV: All persons throughout life need the same nutrients, but in different amounts.

Level A: Recognize that all family members can plan meals using the basic food groups.

Level B: Realize that serving size differs for family members.

Level C: Realize that serving size is affected by age, sex, health status.

Concept V: Food production and sanitation affects food quality.

Level A: Realize how food is marketed.

Level B: Identify food in various forms. Understand simple steps in processing and transporting cost.

Level C: Recognize that clean food is necessary for safety. Be aware of peer pressure on selecting a place to eat.

Concept VI: Eating is a behavioral activity which affect individuals socially, emotionally, and physiologically.

Level A: Recognize manners appropriate for home and school. Practice table manners, good food habits, and good citizenship.

Level B: Contribute to the appearance of the school cafeteria.

Level C: Make food choices from a menu. Make suggestions on where family can eat away from home. Be aware of peer pressure in selecting a place to eat.

CONCEPT I

FOOD IS ESSENTIAL FOR ALL LIVING THINGS

Concept I	Food is essential for all living things.
Sub-Concept A	Identify basic food groups. Classify foods in natural form in basic food groups.
Learner Outcome	Students are aware of the food groups and acquire the ability to classify foods into each group.
Behavioral Objective	Students understand that foods fall into categories depending on what the food is made of.
Measurement	Student can identify the four major food groups (milk, vegetable and fruit, bread and cereal, meat).

Learning Activities	Teacher Resources
1. Have the students draw their favorite food from each of the food groups. Do activities 4 & 5 from Nutrition Action Pack.	1. Resource Activity I-A-1. Paper and crayons Nutrition Action Pack McDonald's.
2. Let students play "Who Am I". Pin a food picture on each child's back without them seeing it. They have to try to find out what it was by asking questions about the food. What color is it? What food group? Do you eat it at breakfast? Lunch? Supper?	2. Pictures of Food Resource: Activity I-A-2.
3. Discuss pp. 94-105 in text book. Show filmstrips from Basic Nutrition For Primaries Series (4).	3. Being Healthy Laidlaw Bros. Pub. "Basic Nutrition For Primaries Series" - Eye Gate Media
4. Use the "Wizard of O's -- Food Fun For Kids" Booklet. Various fun activities included. Use as teacher sees fit.	4. "The Wizard of O's - Food Fun For Kids" Campbell Soup Co.
5. Discuss Milk Group-How we get Milk; Show filmstrip-"Life on a Dairy Farm". Show milk pictures. Winnie the Pooh Activity 3 Food... Your Choice Activity 7 Unit 3.	5. "Life on a Dairy Farm" Big Ideas California Dairy Council Winnie the Pooh, Nutrition and You Disney Prod.

Concept I	Food is essential for all living things.
Sub-Concept A	Identify basic food groups. Classify foods in natural form in basic food groups.

Learning Activities	Teacher Resources
6. Discuss why our bodies need milk? How many glasses of milk should you have each day? Have tasting party with cottage cheese and jello.	6. Cottage cheese Jello
7. Discuss Fruit and Vegetable Group. Why do our bodies need fruits and vegetables? How much do we need each day? Have tasting parties using squash, egg plant, pears, prunes. Also discuss how these foods grow. Show posters	7. Squash Eggplant Pears Prunes Big Ideas California Dairy Council "Versatile Vegetable" poster Green Giant Company
8. Take a field trip to a fresh produce market. Point out the various foods.	8. Community
9. Do Activities 5, 6 & 7 from Winnie the Pooh.	9. Winnie the Pooh, Nutrition and You Disney Productions.
10. Discuss the meat group. Why do we need meat? What is protein? How much meat do you need each day? Discuss meat alternates.	10. Big Ideas
11. Have tasting party with peanuts and peanut butter on crackers. Do activity 4 from Winnie the Pooh.	11. Winnie the Pooh, Nutrition and You Disney Productions
12. Discuss the bread and cereal group. Why do we need breads and cereals? How much do you need each day? Show filmstrip "The Big Dinner Table."	12. Big Ideas California Dairy Council "The Big Dinner Table" Ark. Dept. of Health No. 1013
13. Discuss different kinds of grain. If possible have examples of each kind. Let children taste various kinds of bread. Do activity 9 in Winnie the Pooh.	13. White, Wheat, Rye.... Winnie the Pooh, Nutrition and You Disney Productions

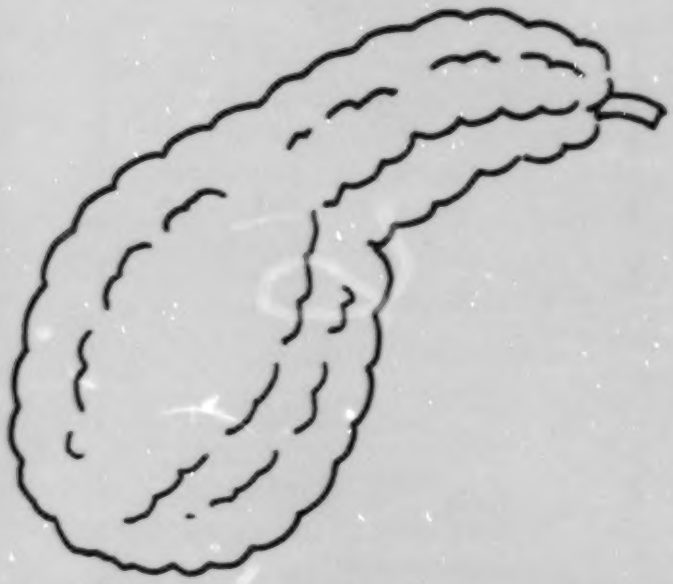
Draw your FAVORITE Food from each of the Four Food Groups Listed Below

Meat	Milk
Bread & Cereal	Fruit & Vegetable

Color each Fruit or Vegetable Below its Correct Color

Pear

Eggplant



Squash

Prune

I - 4

Concept I	Food is essential for all living things.
Sub-Concept B	Identify and define processed foods. Classify processed foods into basic food groups.
Learner Outcome	Students become aware what a "processed" food is as compared to one that is fresh and student can make a distinction between the two.
Behavioral Objective	Students understand that foods come in many forms, depending on what their basic ingredients are.
Measurement	From several food models, both processed and non-processed foods, the students will separate into appropriate groups.

Learning Activities	Teacher Resources
1. Let students write or tell what they think the word "processing" means. Discuss the real meaning.	1. Resource: Activity I-B-1.
2. Let students bring labels, picture and packages of foods from home. Discuss which foods are processed and which are not. Let them separate in food groups. (Have Food Service Personnel save labels and packages.)	2. Food Service Personnel.
3. Take children on a Field Trip through storage room in school kitchen to see where processed foods are stored.	3. Food Service Facility
4. Play a "Supermarket Game" where signs are put up distinguishing the different areas in the store. From the Dairy Council Food Models each child selects a processed food and puts it in the appropriate store area. Do this several times.	4. Dairy Council Food Models
5. Make a yeast bread so children can see how bread is processed.	5. Lansky, Vicki, Feed Me I'm Yours; Meadowbrook Press, Wayzata, Minn. 55391, pp. 62-63.

Concept I	Food is essential for all living things.
Sub-Concept B	Identify and define processed foods. Classify processed foods into basic food groups.

Learning Activities	Teacher Resources
6. Make Butter and Buttermilk so students can see how butter is processed.	6. Resource Activity I-b-6.
7. Read the book How to Make Possums' Honey Bread, Skunks' Chocolate Sprinkle Bread, and Raccoons' Raisin Bread, Too.	7. Stevens, Carla, How to Make Possum's Honey Bread . . . Scholastic Book Services, New York.

Student's Name _____

Write a short statement about what you think the real meaning of the word "processing" means:

_____

_____

_____

_____

_____

Are any of these items "processed" foods? _____

If so, underline them.

I - 7

LET US MAKE BUTTER AND BUTTERMILK

MATERIALS

Rotary egg beater
bowl or jar with a tight lid
small wooden spoon
measuring cup and spoon
knife
toothpicks for tasting
small paper cups

FOOD NEEDED

whipping cream (30% butterfat)
salt

NOTE: ½ pint cream makes 1/3 cup butter.

Let cream come to room temperature. Fill bowl or jar abouthalf full of cream. Put the lid on jar and shake until lumps of butter forms throughout the cream.

NOTE: Let all children shake container - it will take about 20 to 30 minutes to make butter.

Pour off the buttermilk.

Put butter in small bowl.

Work remaining buttermilk out with wooden spoon.

Wash butter several times with cold water.

ACTIVITY

Encourage children to feel the butter.
Taste the butter. Then add a little salt.
Taste the butter with the salt added.
Taste the buttermilk.

Discuss the changes in taste, color, consistency and texture.

Concept I	Food is essential for all living things.
Sub-Concept C	Identify food varieties produced in local area and classify by food group.
Learner Outcome	1. Students learn that the same food can have different varieties and each can have a different flavor. 2. The student will be able to identify the plant and animal source of the food they eat.
Behavioral Objective	Students become familiar with foods that have many varieties, and learn what varieties their area produces.
Measurement	Student can name food varieties produced in his/her area. The student will identify the plant or animal source from which foods come from.

Learning Activities	Teacher Resources
1. Have students bring samples out of their family garden for varieties in their area.	
2. If the student's area is a major producer of a certain food -- take a field trip through a plant or on the farm where the product is produced.	
3. Have a taste experience with foods that are of many varieties.	
4. Have children bring a baby picture of themselves to school. Make a bulletin board "Good Food Makes Us Grow" along with their present school pictures. Let the children see how each other have changed. General discussion of what makes our bodies grow - our need for food.	4. Pictures from home.
5. Pass out magazines - Find animal and plant pictures. Paste them on a collage.	5. Magazines

Concept I	Food is essential for all living things.
Sub-Concept C	Identify food varieties produced in local area and classify by food group.

Learning Activities	Teacher Resources
6. Have a flannel board activity using the parts of a plant-root, seed, flower, leaf, fruit. Have a general discussion of each part of the plant and the food it produces. Do page 8, Winnie the Pooh, Nutrition and You.	6. Resource: Activity I-C-6. Flannel board and plant pictures. Winnie the Pooh, Nutrition and You Disney Productions.
7. Show pictures of different fruits and ask what they have in common. Show a mixed group of pictures having children identify the ones that are fruits. Have a tasting party. Taste a peach or apricot cottage cheese salad.	7. Resource: Activitu I-C-7. Pictures of fruit. Peach or apricot and cottage cheese.
8. Have vegetable pictures that are fruits of a plant. Have the children name the pictures. Have a tasting party of zucchini with cheese sauce baked in the microwave oven or other available appliance.	8. Resource: Activity I-C-8. Vegetable Pictures Zucchini and cheese sauce.
9. Introduce leaf pictures and have a discussion. Show mixture of pictures and pick out foods that come from the leaf. Do an art project - Leaf Rubbing.	9. Resouce: Activity I-C-9. Constuction paper leaves and crayons
10. Discuss the purpose of the seed part of a plant. Show foods from seeds. Pick out foods that come from seeds from a mixture of pictures. Do an art project - seed collage.	10. Resource: Activity I-C-10. Foods and their seeds. Pictures of food that comes from seeds. Construction paper, seeds.
11. Have pictures of flower vegetables and taste raw and cooked broccoli and cauliflower.	11. Resource: Activity I-C-11. Pictures of flower vegetables, raw and cooked broccoli and cauliflower.

Concept I	Food is essential for all living things.
Sub-Concept C	Identify food varieties produced in local area and classify by food group.

Learning Activities	Teacher Resources
12. Discuss root foods with pictures. Have a science project. Grow a sweet potato vine and a carrot top and radish seeds.	12. Resource: Activity I-C-12. Pictures of root foods Sweet potato, carrot top and radish seeds.
13. Review the plant parts from the flannel board. Have a work sheet "What Part Of A Plant" as a check up.	13. Flannel board and work sheet. Cling Peach - Nutrition-Pack
14. Introduce with meat group pictures and discuss beef products. Have a ditto sheet on cow with liver, roast, steak, and hamburger.	14. Pictures of meat groups, ditto sheet on cow.
15. Discuss with the children that hogs, pigs give us pork. Have food pictures of pork. Have a color sheet of pig with bacon, ribs, chops, ham, and sausages.	15. Pictures of pork and color sheet of pig.
16. Discuss with children about poultry products. Do an omelet for a tasting party.	16. Eggs for Omelet
17. Show the children pictures of fish products. Discuss the ways fish can be prepared. Have a tasting party - Salmon cakes.	17. Pictures of fish products. Salmon
18. Review meat sources with the children. Have a cut, color, and paste sheet using meat pictures to match to animal source.	18. Meat sources Pictures of meat
19. Discuss with the children animal and plant source of food, use page 9 of the Wizard of O's coloring book.	19. Page 9 of Wizard of O's coloring book Campbell Soup Co.

Concept I	Food is essential for all living things.
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Learning Activities	Teacher Resources
20. Have check-up on what I learned. Unit 3 Activity 1, c and d Food . . . Your Choice Unit 3 Activity 2 Food . . . Your Choice	20. Unit 3 Activity 1, c and d Unit 3 Activity 2, Foods . . . Your Choice National Dairy Council

Concept I	Food is essential for all living things.
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Learning Activities	Teacher Resources
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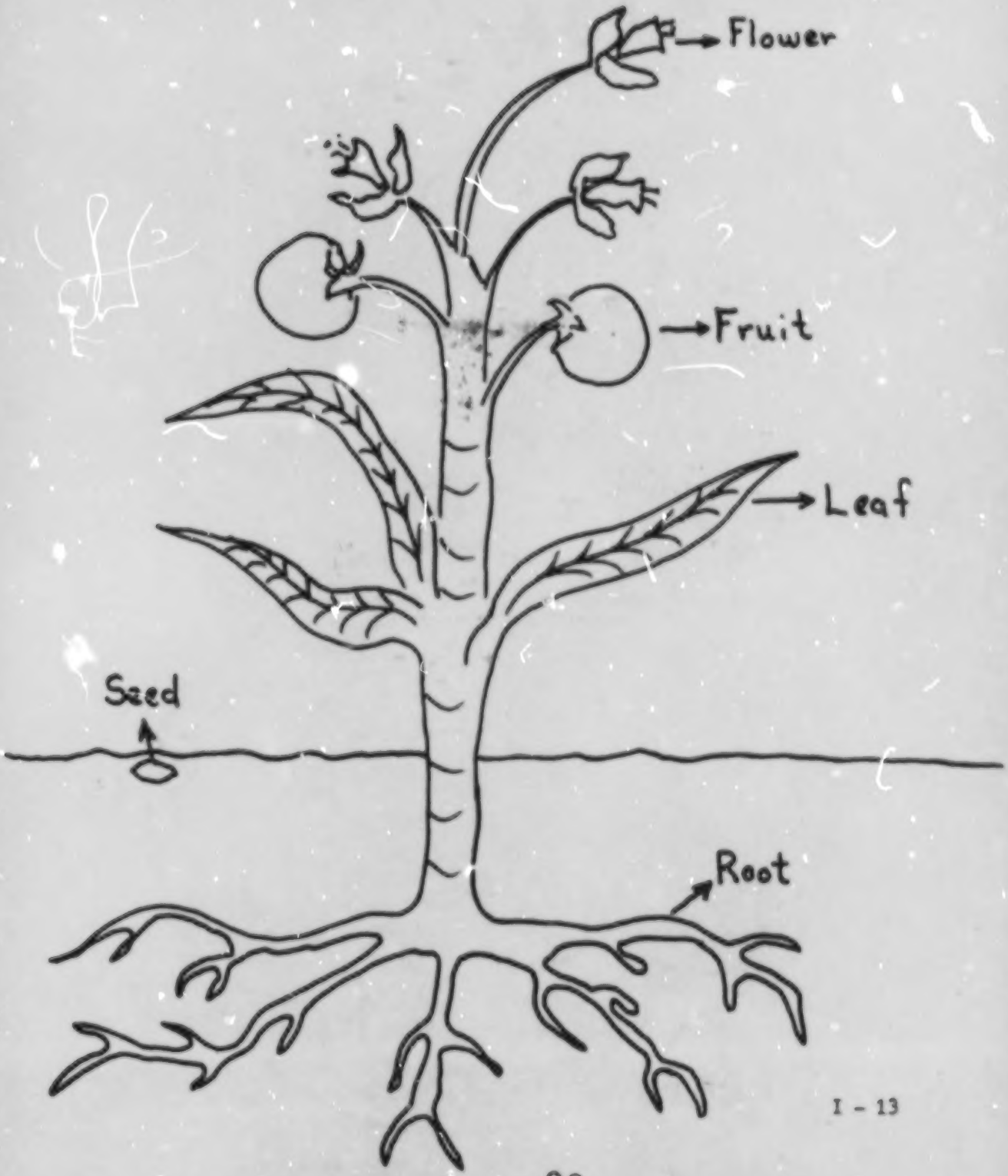
Different Parts of a Plant give us Different Foods.....

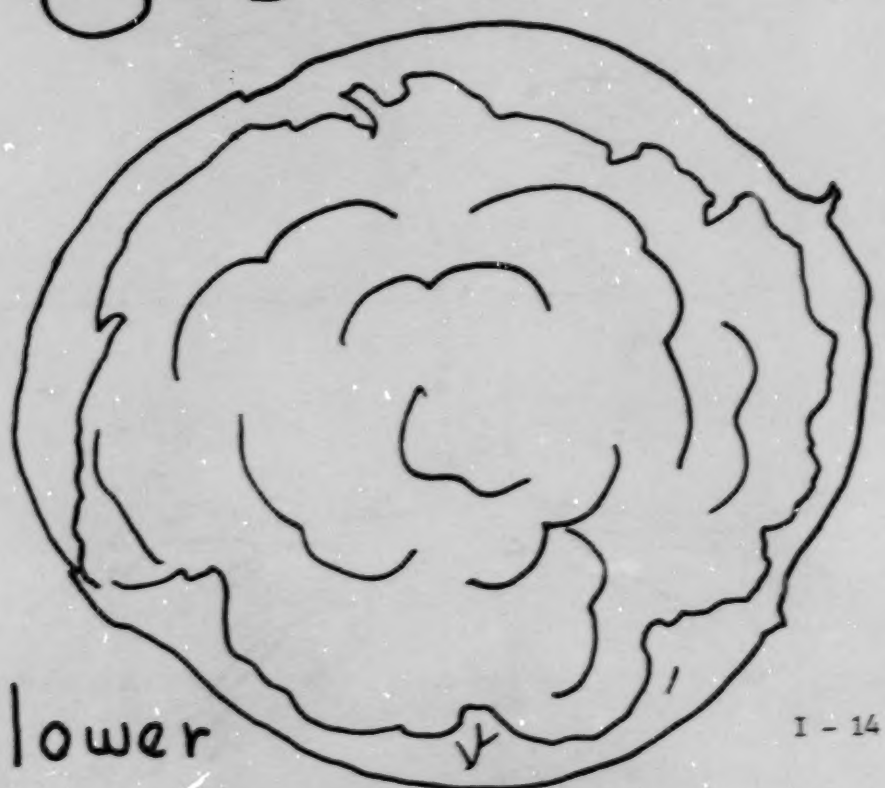


I - 13

Color Correctly

Flower

Broccoli

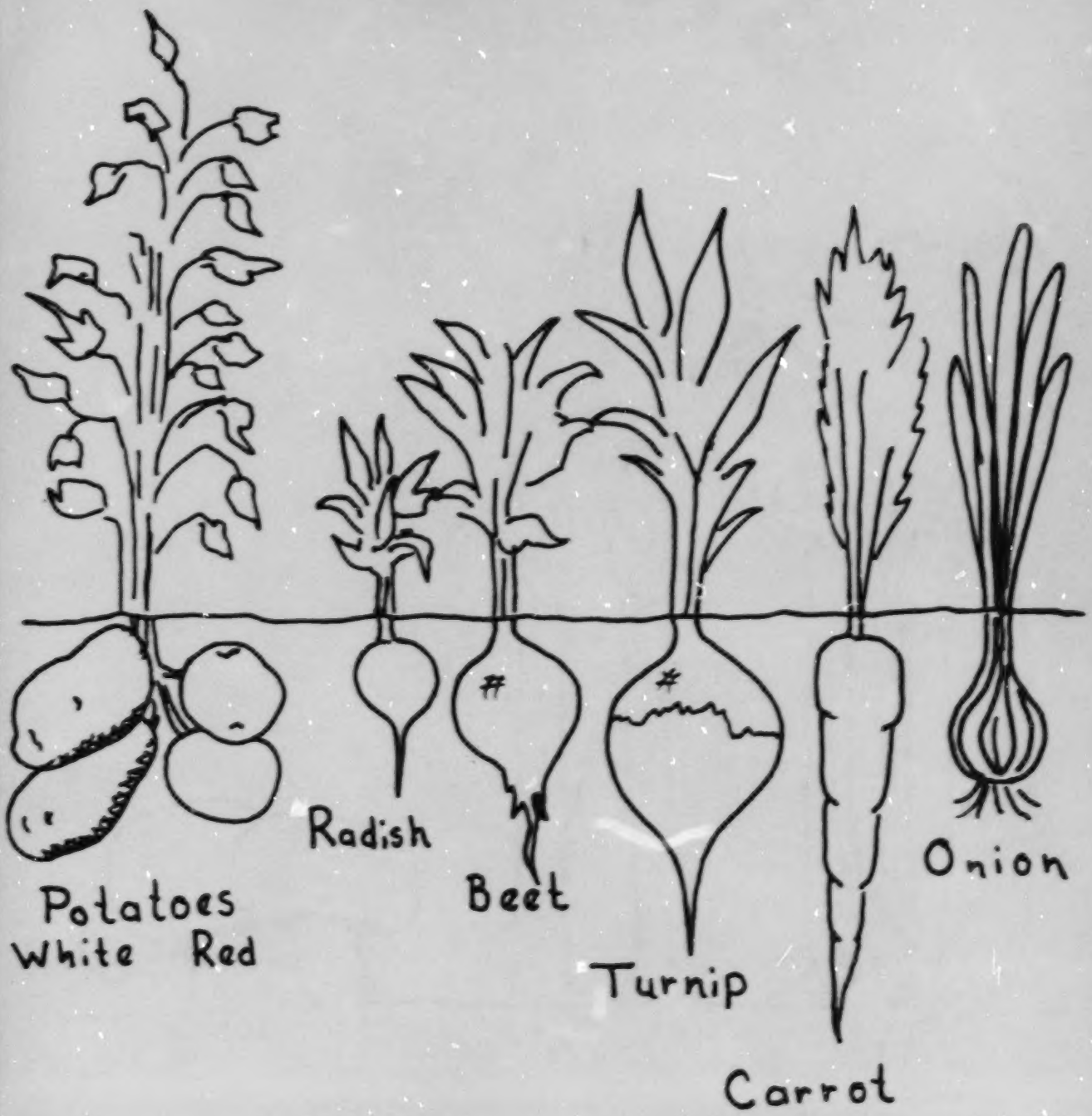


Cauliflower

I - 14

Color Correctly

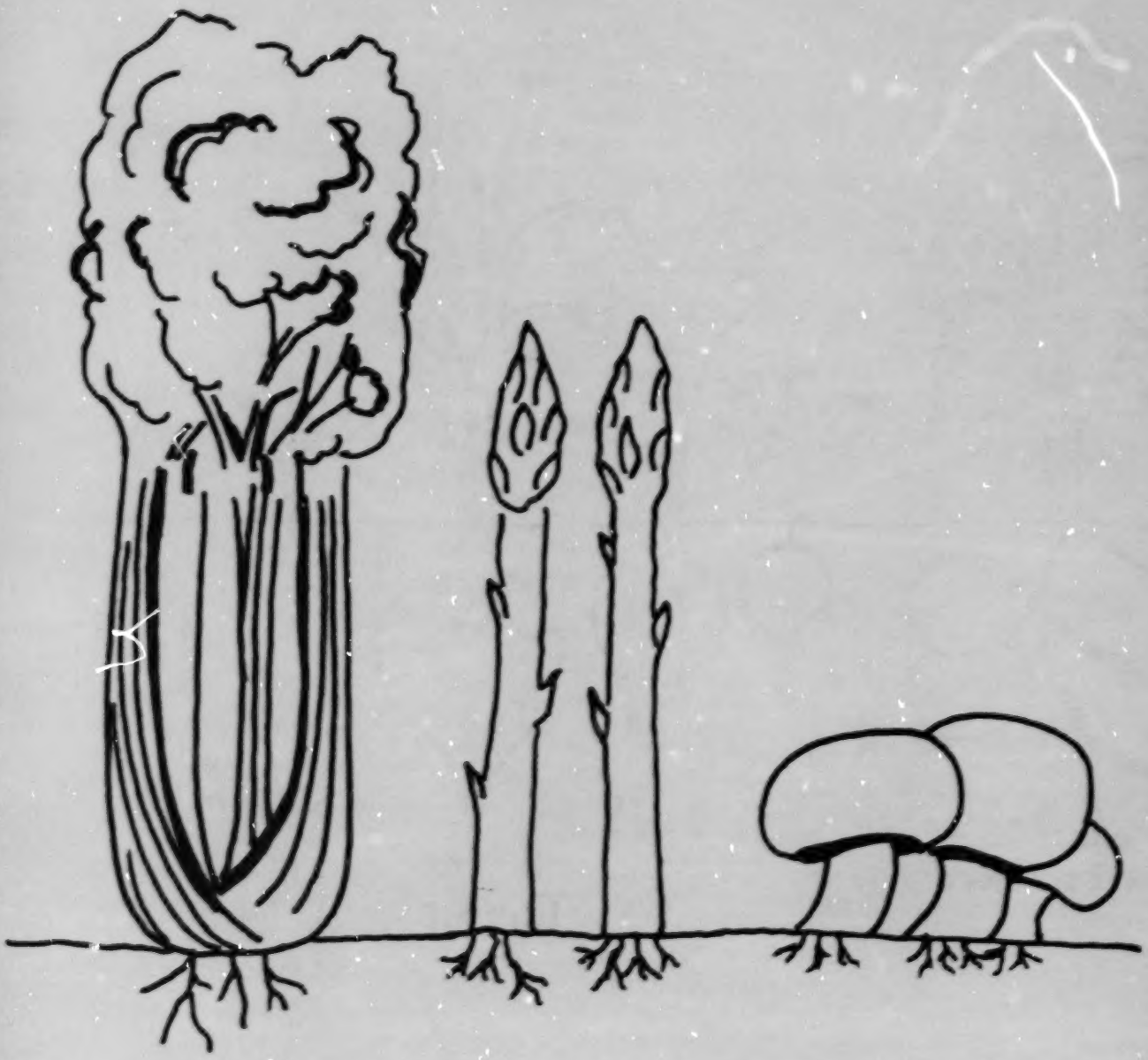
Root



I - 15

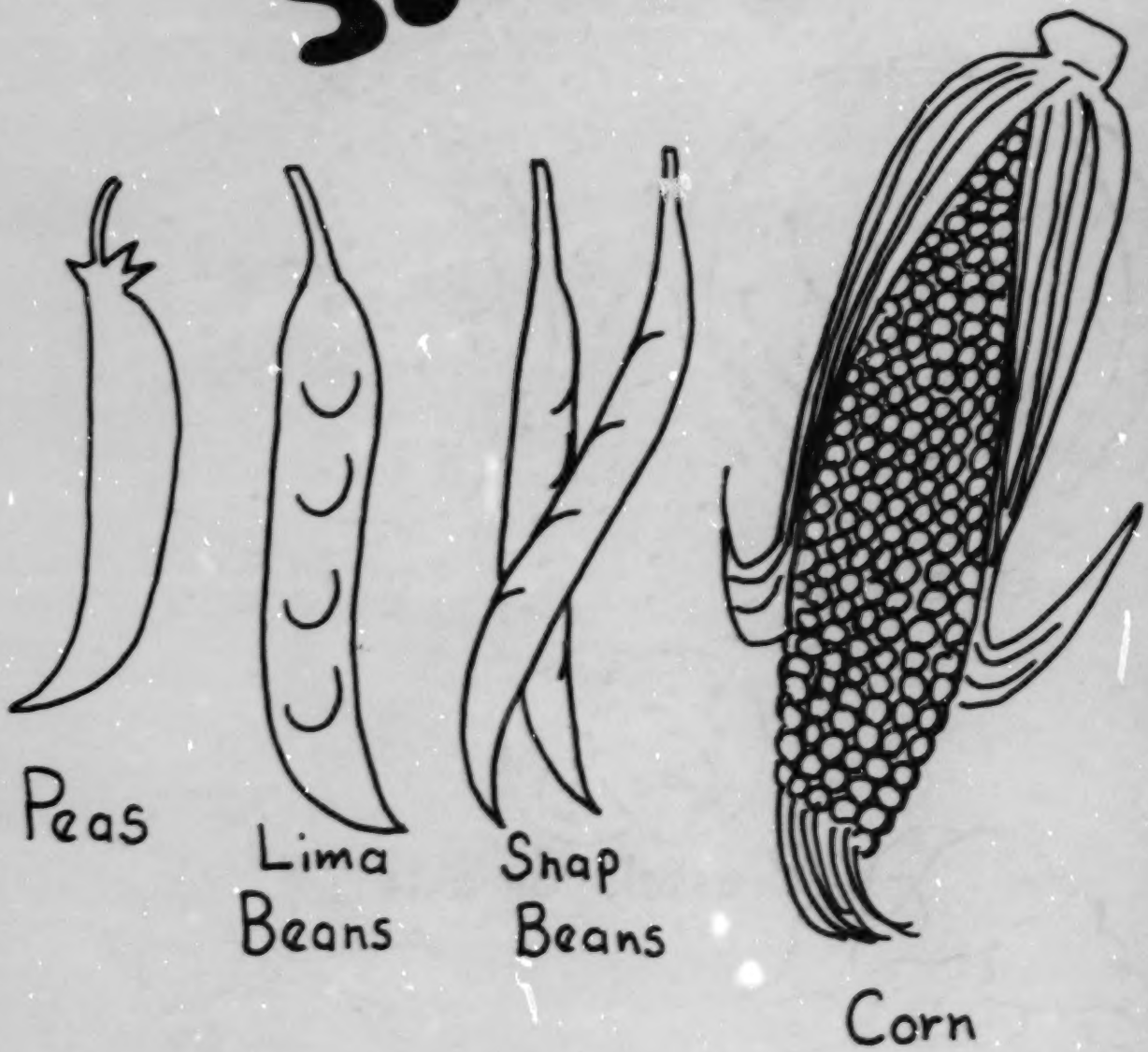
Color and Label Each food Correctly

Stem



Color Correctly

Seeds

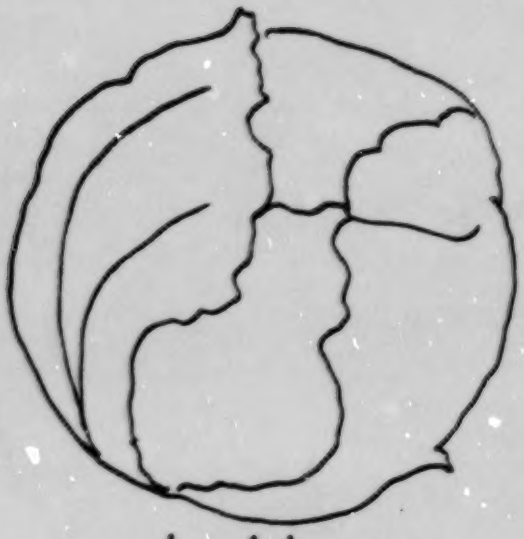


I - 17

Color Correctly

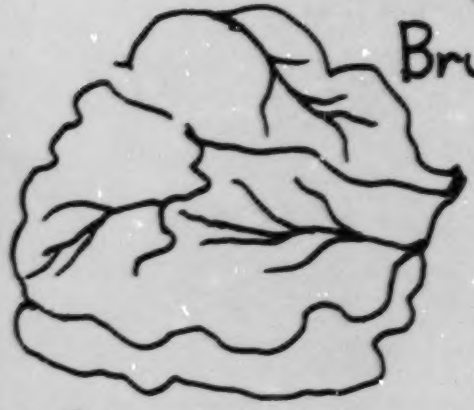
Leaves

Cabbage



Lettuce

Brussels Sprouts



Spinach

Parsley

I- 18

Color Correctly

Fruit

Eggplant

Sweet Pepper

Tomato

Every day eat 4 or more servings of vegetables and fruits.

Every day you should eat 4 or more servings of vegetables and fruits. Vegetables and fruits give you energy for all the things you do. They give you energy to walk, run, throw a ball, swing, jump rope, read, write, sing and to do many other things.

Print the names of 4 or more vegetables and fruits you will eat today at school and at home for breakfast, lunch, supper and snacks:

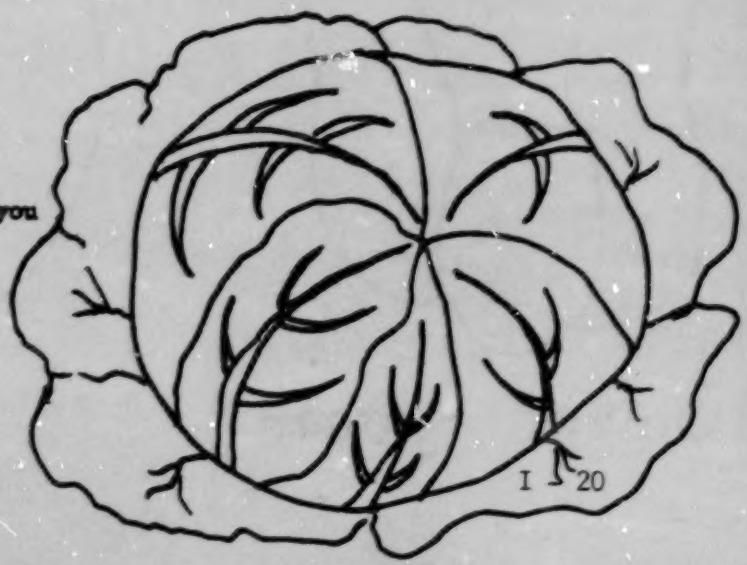
1. _____

2. _____

3. _____

4. _____

Cabbage and other vegetables give you energy to play and to study...



Vegetables Are Good Foods to Eat

Vegetables are good foods to eat. They give you energy to play and to study. Vegetables also help you grow taller.

Draw a ring around the names of the vegetables you like to eat:

Cabbage

Broccoli

Tomatoes

Sweet Corn

English Peas

Carrots

Greens

Sweetpotatoes

Irish Potatoes

Cucumbers

Turnips

Squash

Cauliflower

Okra

Green beans

What is the name of this vegetable?

_____

I - 21

What is the Name of This Vegetable?

I am a vegetable that grows under the ground. I have green leaves which grow on top of the ground as a vine. The part of me you eat is called a tuber. I am orange colored. What is my name?

_____

Sweetpotatoes can be eaten many different ways. Sweetpotatoes can be baked in the oven and served with butter. Sometimes sweetpotatoes are cooked and mashed or are mixed with orange juice, honey or brown sugar. What is your favorite way to eat sweetpotatoes?

_____

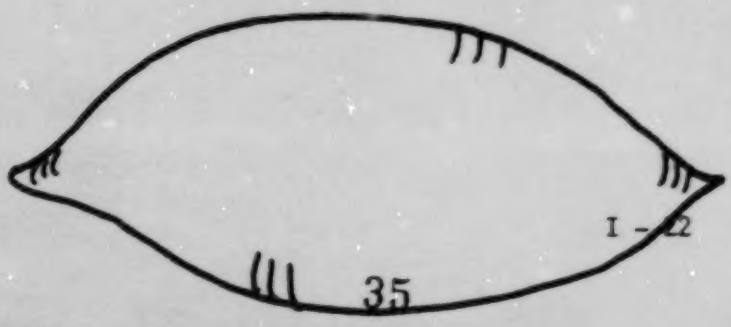
The next time you go to the grocery store, look for sweetpotatoes. Where do you find sweetpotatoes in the store?

_____

What type of sweetpotatoes did you see? Were the sweetpotatoes fresh, canned, frozen or dried?

_____

Color me orange.



Vegetables I Have Tasted at School

Cabbage

Carrot

Write the names of vegetables you have tasted at school.

_____

_____

_____

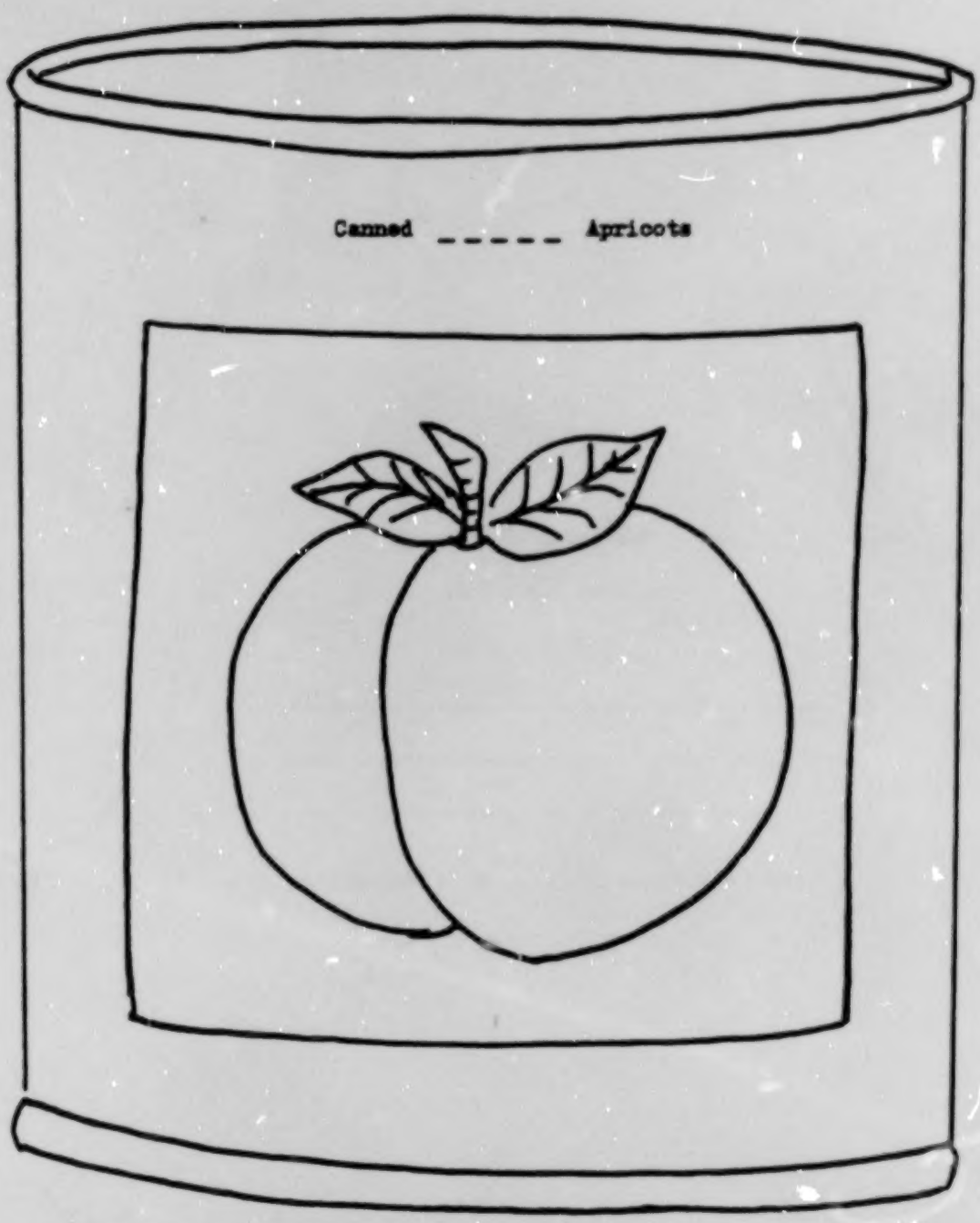
Draw a picture of a favorite vegetable.

Irish Potato

Sweetpotato

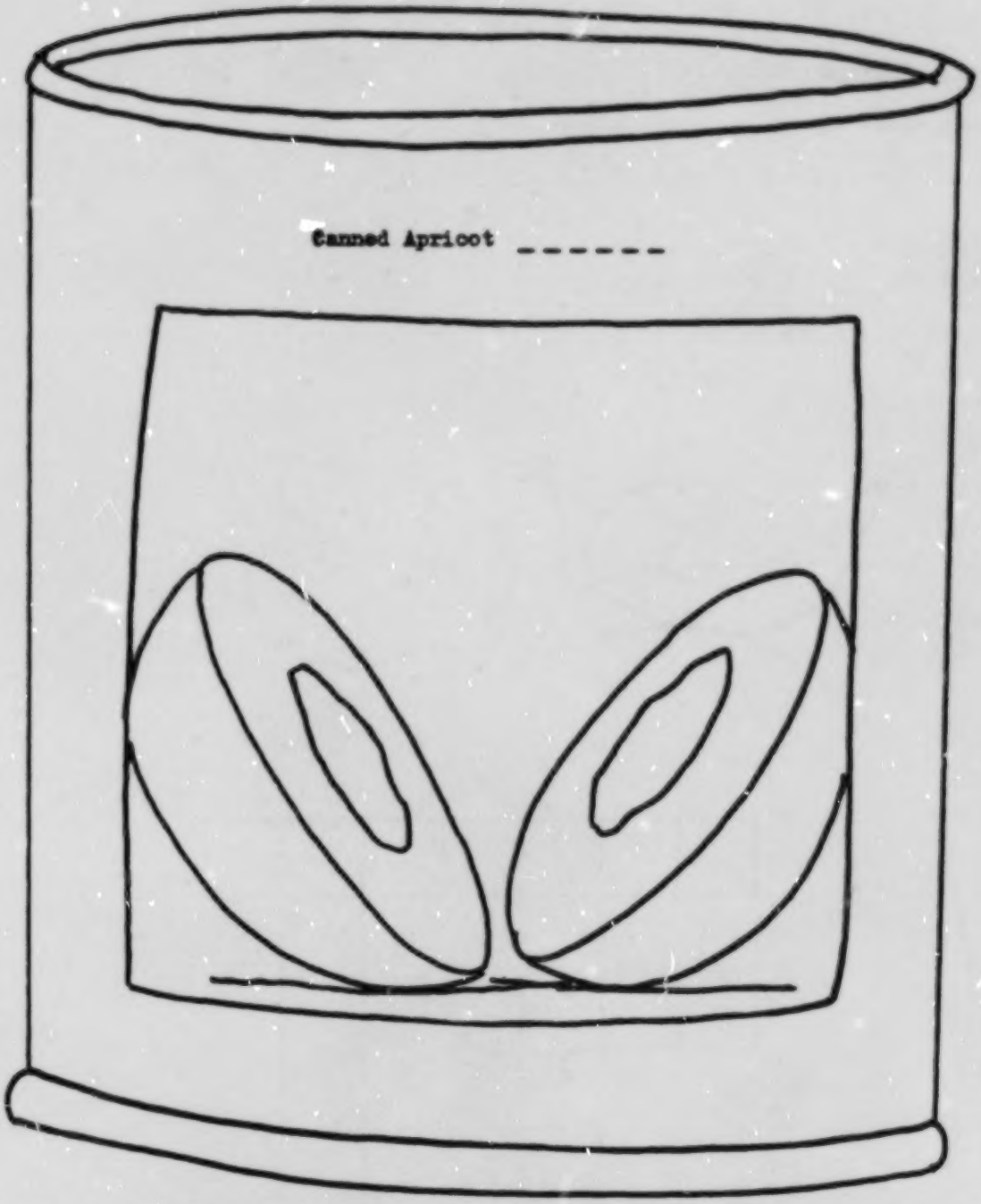
Broccoli

Greens



1. Does this can hold whole apricots or apricot halves?_____
2. Fill in the missing letters on the can to name the form of the apricots in the can.
3. Cut out the can and place it by the correct label on the board.

I - 24



1. Does this can hold whole apricots or apricot halves? _____
2. Fill in the missing letters on the can to name the form of the apricots in the can.
3. Cut out the can and place it by the correct label on the board.

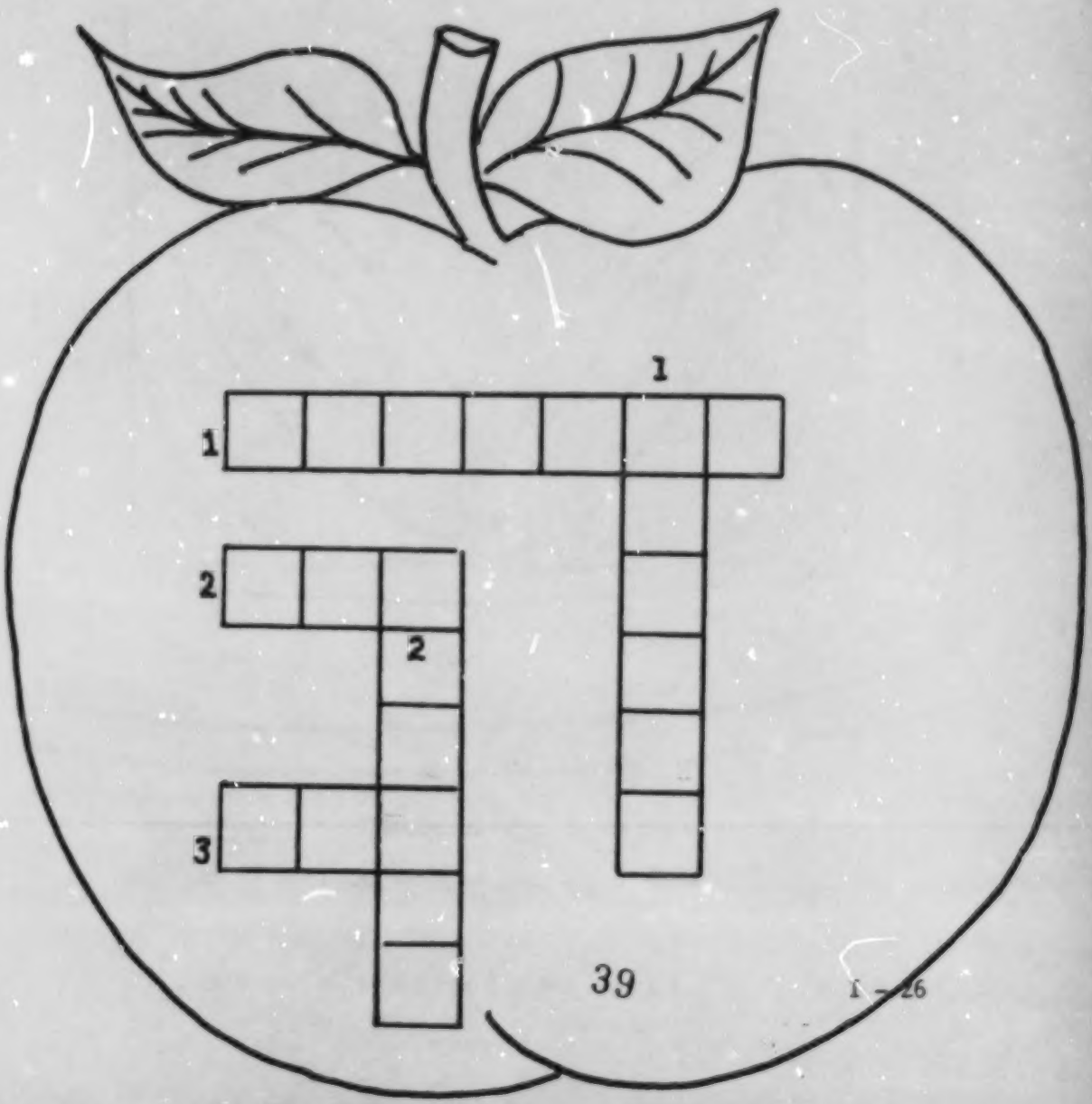
Apricot Crossword Puzzle

ACROSS

1. A yellow-orange colored fruit.
2. Each apricot has ___ ___ ___ halves.
3. Apricot halves are sold in a ___ ___ ___.

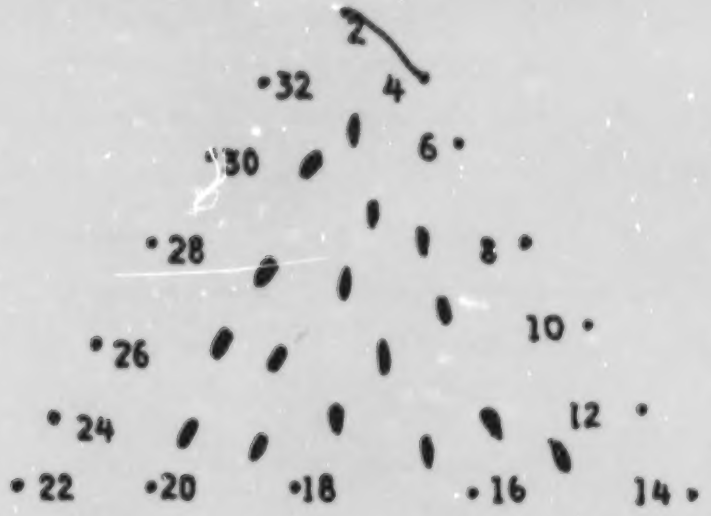
DOWN

1. Canned a _ _ _ _ _ sections.
2. Apricot halves are served for _ _n _ _ at school.



Connect the dots to make watermelon pieces:

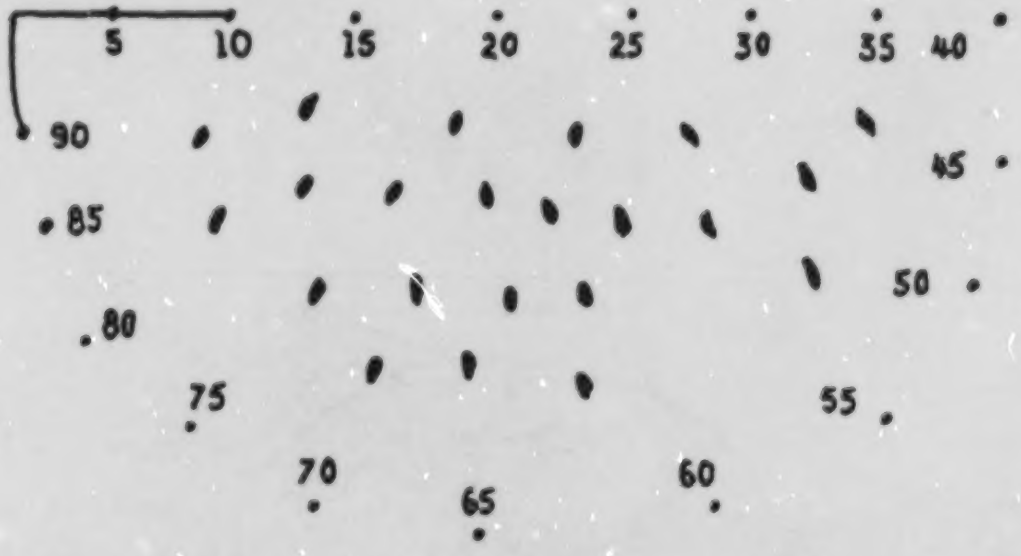
1. Start at 2 and end at 32.



What is the shape of this piece of watermelon? Is it triangle or a square?_____

_____

2. Start at 5 and end at 90.



Wahat is the shape of this piece of watermelon? Is it a rectangle or a half circle?

_____

Apple Mathematics

1. If a whole apple is cut in half, how many apple halves will you have? _____

   Put a ring around the right answer:

   2 halves 1 half 4 halves

2. If a whole apple is cut in half and then each half is cut into two wedges, how many apple wedges will you have? Put a ring around the right answer:

   2 wedges 3 wedges 4 wedges

3. How many apple wedges were served to you for lunch at school?

   Put a ring around the right answer:

   2 wedges 1 wedge 4 wedges

4. If you cut apart an apple at home, count the seeds in the apple. How many seeds are in the apple?

   _____

Many foods are many with apples. Put a ring around the foods you like to eat at home and at school:

applesauce
apple juice
apple cider
apple butter
apple jelly

baked apples
apple cookies
apple cake
apple pie
apple crisp
apple wedges

CONCEPT II

NUTRITION IS THE FOOD YOU EAT AND HOW THE BODY USES IT

Concept II	Nutrition is the food you eat and how the body uses it.
Sub-Concept A	Recognize that food choices are related to a healthy body.
Learner Outcome	Recognize that health status is affected by one's customary food choices
Behavioral Objective	Students will realize the need for meat, milk, vegetables/ fruit & bread/cereals in the diet.
Measurement	Students will name foods out of the four food groups that their bodies need to stay healthy. Students will recognize food that give them energy for growth and play.

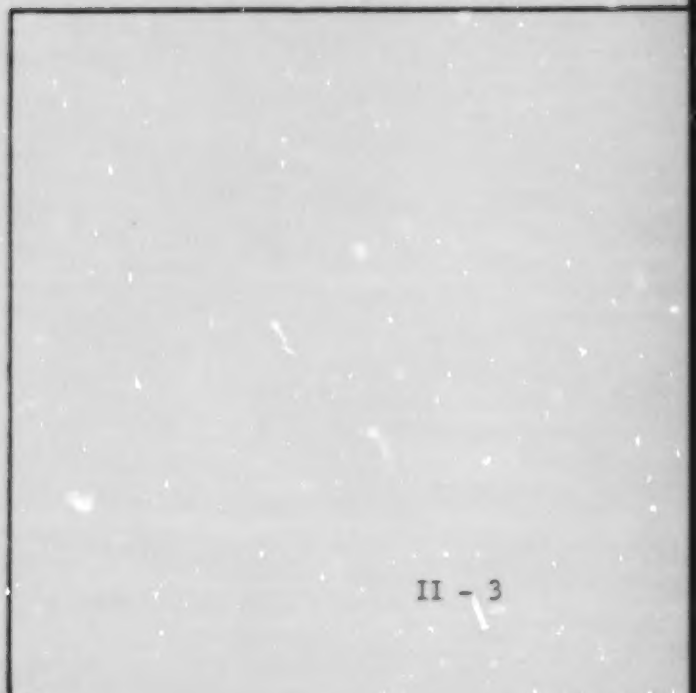
Learning Activities	Teacher Resources
1. Discuss a healthy body and what food does for the body.	1. Health book: Health 2, sec. ed. pp. 8-17, 39-45.
2. Children discussed the concept of "fuel" -- for cars, trucks, boats, trains, etc. -- then people.	2. Health book: Health 2, sec. ed. Food: pp. 71-81, 84 Play (exercise) also necessary for a healthy body: pp. 8-17, 39-45 Record Album: "Exercise Everday" "Take a Bath" Books for children to read pertinent to the discussion. Resource: Activity II-A-2.
3. Value of nutrients in food discussed. Each food group is important because each supplies certain nutrients for the body to use. Three categories of nutrients are: protein, vitamins, and minerals. Children discussa number of different ones, i.e., Vitamins A, B, B_1, B_{12}, C, D, Calcium, Iron, etc.	
4. Children tell of some special food fixed for them and why they liked it -- when sick, unhappy, special holidays, etc.	
5. Children define the term "Food". Discuss which foods they like best.	

Concept II	Nutrition is the food you eat and how the body uses it.
Sub-Concept A	Recognize that food choices are related to a healthy body.

Learning Activities	Teacher Resources
6. Learning Center: Practice arranging food words in alphabetical order (first letter only) using food pictures from the National Dairy Council. This is to be initiated in all three reading groups and is to be promoted as a repeated small group activity.	6. Resource: Activity II-A-6.
7. Children can go "fishing" using the National Dairy Council foods pictures plus magnet and string to fish for foods that help their bodies grow healthy.	
8. Children can cite why we need milk; why we need vegetables, fruits and meats.	

Draw things that run on "fuel"

Draw Yourself



II - 3

Concept II	Nutrition is the food you eat and how the body uses it.
Sub-Concept B	Identify characteristics of a healthy person. Identify things that help us grow. Recognize food choices are related to healthy bodies.
Learner Outcome	1. Students learn the concept that children who work to have healthy bodies usually become healthy grown-ups. 2. Students realize the relationship between eating the right foods and having healthy teeth.
Behavioral Objective	Students adopt good food habits and good dental health to assure that they will have healthy bodies.
Measurement	Students verbally can tell what they need to stay healthy. (Must name proper foods, exercise, dental health, and a happy enviornment.)

Learning Activities	Teacher Resources
1. Class discussion should take place regarding the three aspects of a healthy body: good food, adequate exercise and plenty of sleep. Draw a parallel between "plenty of exercise" and "good eating habits". Show that if a person works or plays in adequate amounts a good appetite will result, therefore, good food choices are to be made. Show the importance of "feeding our appetites" (Some foods will make us feel full, but do not give us nutrients for our bodies). Explain why it is important to feed our bodies, as well as, our appetites.	1. Resource: Activite II-B-1
2. The class should be given a 30-40 minute period of physical education prior to the tasting experience. Allow the children to describe how their bodies feel after the exercise. Present a variety of snack choices and allow children to taste only two. Make no mention of what is presented. Choices should be taken from the	2. P.E. equipment of the teacher's choice, a variety of snack choices including one high sugar content foods, such as chocolate sandwich cookies, and several high nutrient choices such as fruit, ice cream, peanut butter sandwiches, or any other good snack food. Resource: Activity II-B-2.

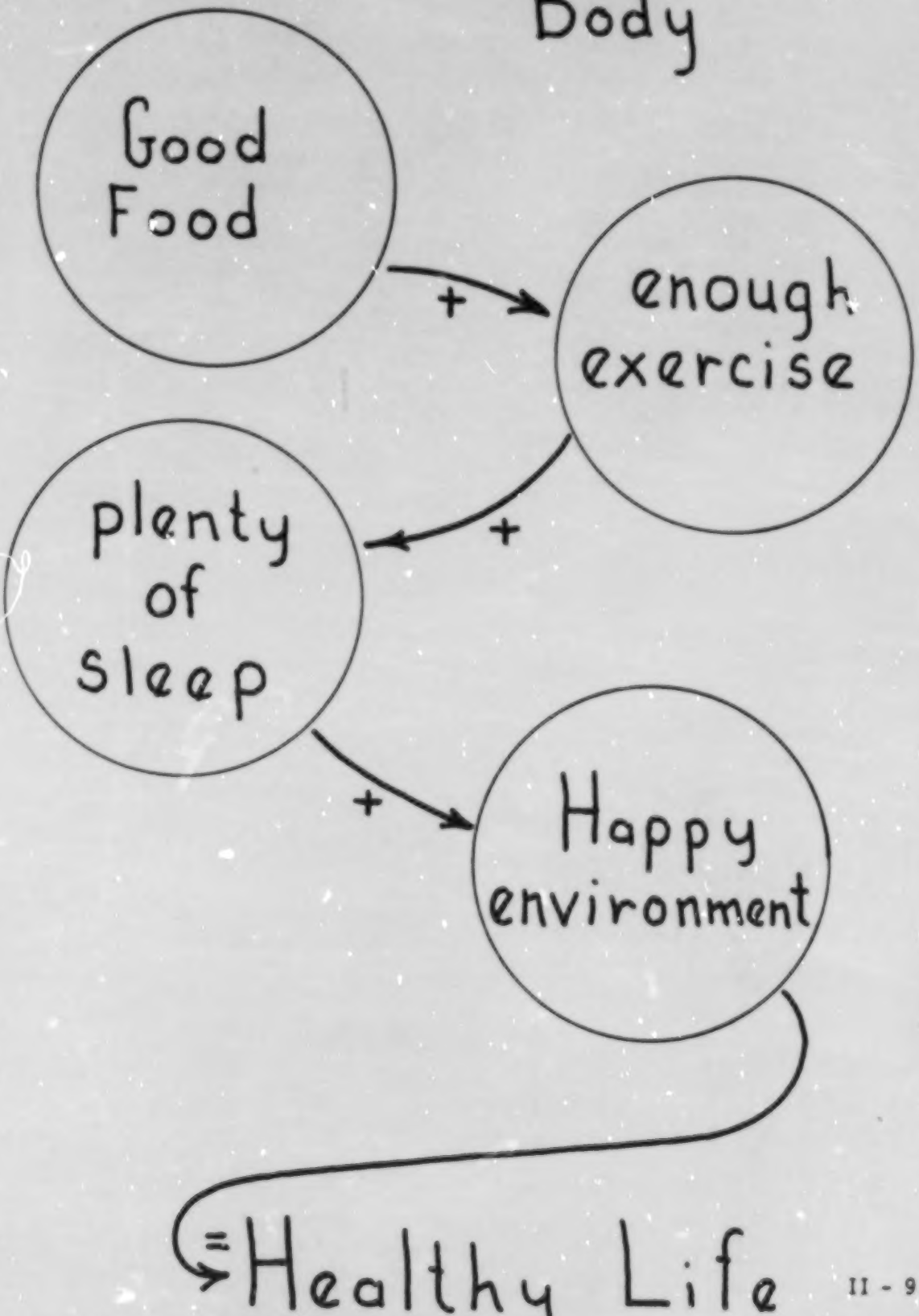
Concept II	Nutrition is the food you eat and how the body uses it.
Sub-Concept B	Identify characteristics of a healthy person. Identify things that help us grow. Recognize food choices are related to healthy bodies.

Learning Activities	Teacher Resources
item mentioned in the materials section of this lesson. After tasting discuss the choices. Show that those who choose cookies will be hungry again soon and that they may still feel more "tired" than those who choose the nutritious snacks. Review the concept that those who choose nutritious snacks gave their bodies something to "work with".	
3. Work sheet: Go with Food Power from McDonald's Book. Activity Master 13. Role play - Have the children describe and act out how they feel when they go to school without breakfast, and how they feel after a good lunch. Make up stories.	3. Nutrition Action Pack McDonald's
4. Discuss the importance of taking good care of your teeth. What foods strengthen our teeth? Why do we need to take care of our teeth? How often should we brush them? How often should we see our dentist? How should you brush? Show filmstrip "Shining Our Teeth".	4. "Shining Our Teeth" Universal Studio
5. Show filmstrip "Report Card Day" and pass out accompanying leaflets and tablets. Use "The Big Little Book About Teeth" with students.	5. "Report Card Day" Colgate Company "The Big Little Book About Teeth" American Dental Association
6. Let students do activities 15 and 16 from Disney's Healthy Way in Wonderland.	6. Disney's Healthy Way in Wonderland Disney Productions

Concept II	Nutrition is the food you eat and how the body uses it.
Sub-Concept B	Identify characteristics of a healthy person. Identify things that help us grow. Recognize food choices are related to healthy bodies.

Learning Activities	Teacher Resources
7. Show filmstrip -- "Toothtown U.S.A." Teacher should use as she desires.	7. "Toothtown U.S.A." National Dairy Council

Aspects of a Healthy Body



II - 9

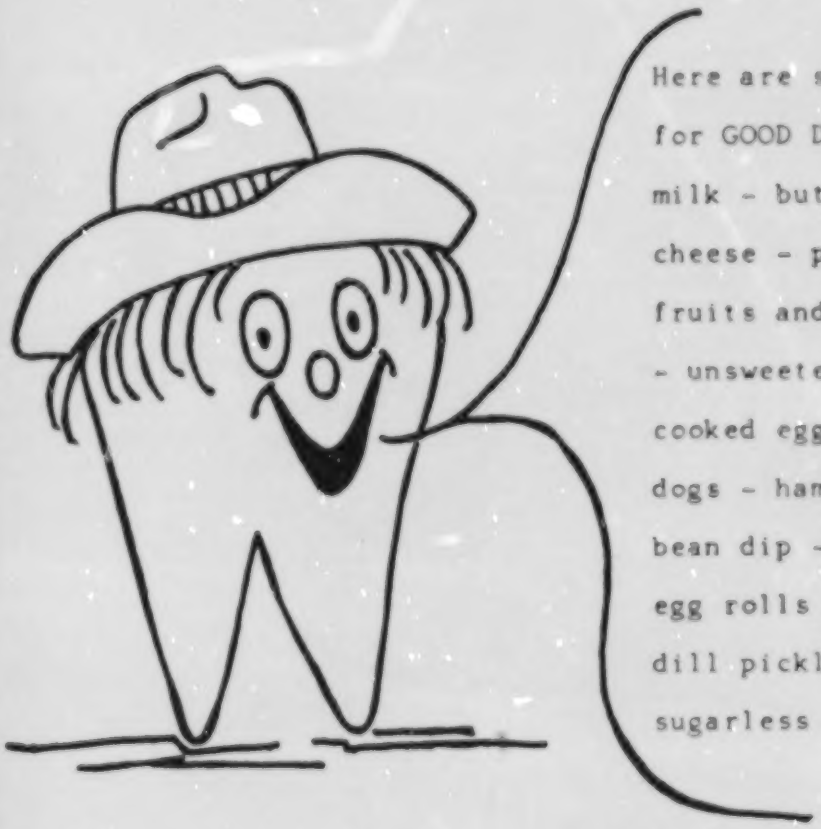
"A LETTER HOME"

Dear _____,

So I will have healthy teeth please feed me well-balanced and adequate meals. I do not need too many sweets with meals or between meals.

Teach me to clean my teeth properly after meals and snacks and take me to visit the dentist regularly for check-ups.

YOUR CHILD, _____

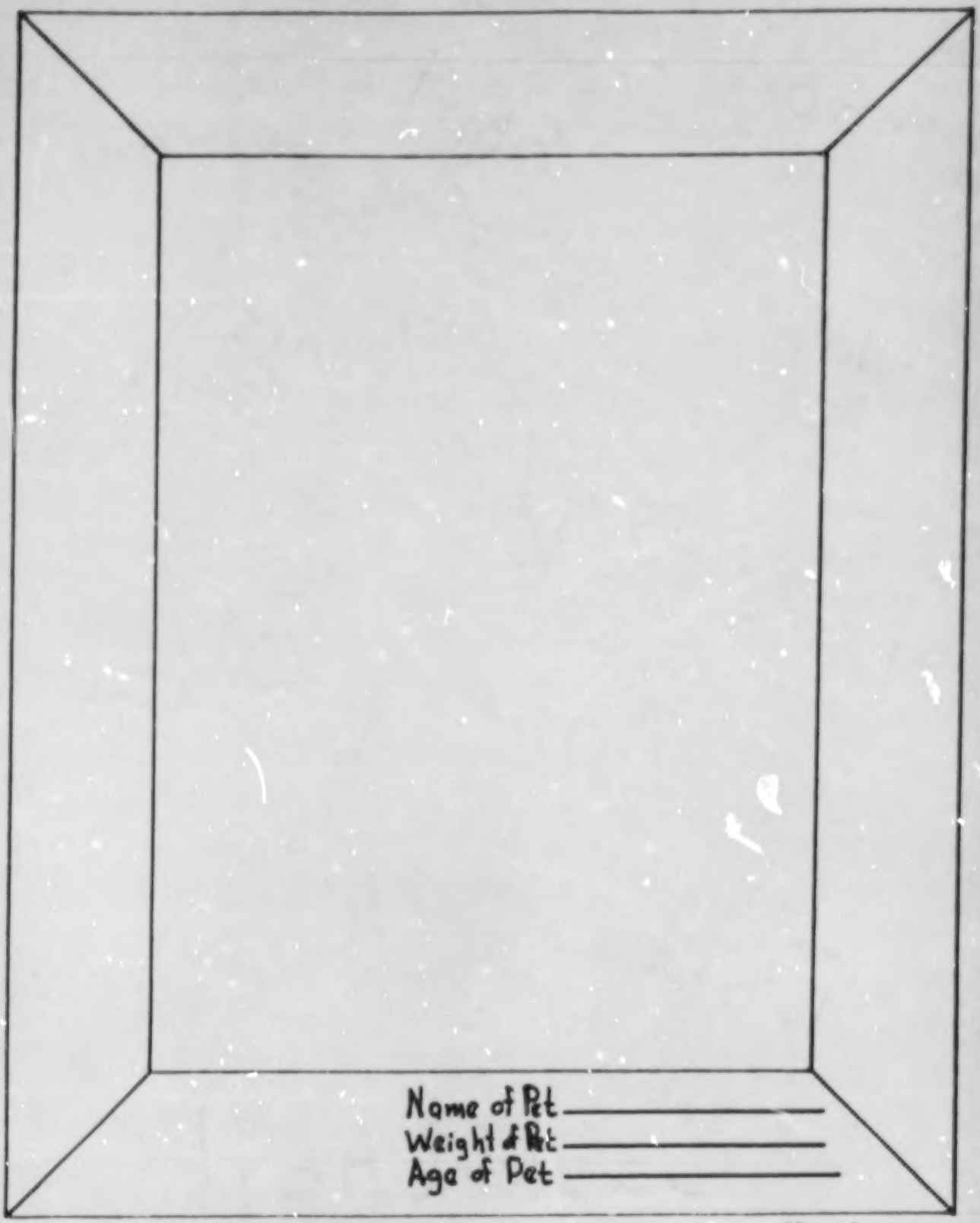


Here are some snacks to enjoy for GOOD DENTAL HEALTH: milk - buttermilk - cottage cheese - plain yogurt - fresh fruits and vegetables - meats - unsweetened juices - hard cooked eggs - pizza - hot dogs - hamburgers - tacos - bean dip - sunflower seeds - egg rolls - buttered popcorn - dill pickles - olives - sugarless gum and mints.

Concept II	Nutrition is the food you eat and how the body uses it.
Sub-Concept C	Understand that the food eaten is related to growth both in children and animals.
Learner Outcome	Students understand that people and animals both need foods to grown.
Behavioral Objective	Students understand that all living things need food to grow.
Measurement	Student can name and identify things living organisms need to grow (food, water, air).

Learning Activities	Teacher Resources
1. Have students do worksheets in the "What Am I Made Of?" series.	1. McDonalds Action Pack.
2. Have students weigh their pet at home. Have them ask their parents how old their pets are. Form a chart to show children that older animals weigh more than when they were babies.	2. Resource: Activity II-C-2.
3. Obtain Health Records from School Nurse showing child's height and weight during the year before. Compare child's current weight and height to previous measurements.	
4. Make a bulletin board showing foods needed for children to grow in contrast to what different animals need to grow.	4. Resource: Activity II-C-4.

Draw your Favorite Pet or Animal



Name of Pet _____

Weight of Pet _____

Age of Pet _____

II - 13

Circle the things you need to grow

Food

Shirt

Snow

Water

Tennis Shoes

T.V.

Dogs

Birds

Air

Dolls

Can

Basketball

CONCEPT III

FOOD IS MADE UP OF DIFFERENT NUTRIENTS NEEDED FOR HEALTH AND GROWTH

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept A	Identify the basic food groups. Classify foods into groups.
Learner Outcome	1. Students learn that meat group foods provide protein. To teach the association between protein and strong muscles. 2. Students learn one function fruits and vegetables do for one's body. 3. Children learn that breads and cereals gives us energy. 4. Children learn what is healthful to eat, why people eat, what food is. 5. Children learn the production, processing, distribution, and consumption of milk. 6. Children learn to select balanced meals, using the basic food groups as a guide.
Behavioral Objective	Students select meals, using the basic food groups as a guide, that are balanced.
Measurement	From posters of meals containing the basic food groups and meals not containing the basic food groups, the students can choose the meals that are more nutritious.

Learning Activities	Teacher Resources
1. Class discussion should include the following concepts: Meat foods are a good source of protein. Identity of meat alternates. Peanut butter is a meat alternate food. Milk is a protein food. Animal foods and dried peas/beans and nuts contain protein. (Name animal by-products which are not meat.) Protein helps give strong bodies, strong muscles (use reference book).	1. Meat group food models.
2. Prepare egg salad. Serve 1 teaspoon on a cracker.	2. 6-8 eggs, salad dressing, bowl, hot plate, pan, spoon and grater.
3. Write a story entitled, "How Chickens Help Us", or "How Cows Help Us".	

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept A	Identify the basic food groups. Classify foods into groups.

Learning Activities	Teachers Resources
4. Class discussion should be led by the teacher and should answer the following questions. 1. Where do fruits/vegetables come from? (plants) 2. How do we classify different types (by color and nutrient content) 3. Do all fruits and vegetables give us the same nutrients? (no) 4. How many servings do we need each day? (4) 5. What are some green vegetables? 6. What are some yellow vegetables? 7. What are some white vegetables? 8. What are some red vegetables? 9. Do vegetables give us vitamins? (yes) 10. Do fruits give us vitamins? (yes) 11. Name 3 citrus fruits. 12. Are these the best sources of Vitamin C? (yes) 13. Name some other fruits. 14. Why are fruits/vegetables in the same food group? (they provide the same nutrients) 15. What are some other necessary vitamins, other than C?	
5. The teacher should discuss: frozen fruits and vegetables, fresh ones, canned ones, and dried ones. Describe to the children how fruit is dried - long ago and today. Serve them a taste of dried apricots. Discuss nutritional value - use a nutrition guide.	5. Dried apricots, fruit/vegetable food models.
6. Divide into committees and research vitamins A, C, B, B_1, B_2, B_6, B_{12}, D, and learn the names of the B vitamins.	

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept A	Identify the basic food groups. Classify foods into groups.

Learning Activities	Teacher Resources
7. Children will work with food models or pictures on identification and classification. A discussion should include energy needs of children and that children need 4 or more servings daily of "energy" foods from the Bread/Cereal group. Children will prepare a hot cereal of their choice.	7. Individual packets of mix and eat cream of wheat, oatmeal, grits, etc. One packet will serve several children.
8. a. Make popcorn snowmen. b. Make skillet bread. c. Match empty cereal packages to grain pictures which are their source. d. Cut the information on nutrition and ingredients from boxes, laminate on a sheet of poster board 22"X22", include comprehension questions on the box information. Allow children to answer and wipe off. 3. Make 3-d pictures using cereal. Spray with clear varnish.	8. Recipe for Skillet Bread Let's try making it right here in our room. Maybe we can pretend to be cowboys or explorers! Mix together ONE CUP OF FLOUR, ONE AND A HALF TEASPOONS OF BAKING POWDER, AND ONE FOURTH TEASPOON OF SALT. When these dry ingredients are well mixed, add MILK working the mixture continually until it is a stiff dough. The dough may be too thin, add some flour. Work quickly, the baking powder releases a gas very quickly, and it must be cooked quickly. Have a greased frying pan warm, and waiting. Form the dough into a bun, drop it into the frying pan and place it on the heat. A crust will form on the bottom in about 5 minutes. It should then slip around easily in the pan. Flip the bun over and let the other side form a crust. When it is well crusted, you can begin checking to see if it is done. The best way to do this is to poke it inside with a toothpick. If the toothpick comes out clean, it is ready.

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept A	Identify the basic food groups. Classify foods into groups.

Learning Activities	Teacher Resources
	Don't expect a beautiful, golden crust. It will usually be a splotchy color and from almost white to dark brown. It's what's inside that counts. Now we can butter our bread and try it. Cowboy bread is good.
9. Follow Teacher's guide of More Milk Please.	9. Dairy Council Materials: Booklet: More Milk Please, by Marjorie Pursel, (50¢ each) Equipment and supplies for making milk shakes, bananas. (Booklets could be shared by 2 children.)
10. Make Banana milkshakes.	10. One gallon of ice cream, 1/2 gallon of milk, 6 bananas, Use blender to mix. (May take several blendings to make sufficient amounts.)
11. Class discussion should cover the following: 1. What is a by-product? Definition: A secondary product; not a main product. Ex.: The main product of a cow is meat; the by-product is milk. 2. Name the by-products of the following animals: Chicken (egg), cow (milk) (butter) (cheeses) (cream) (buttermilk) (yogurt) and other milk-processed foods.	
12. By-products: yogurt. Students taste three flavors of yogurt and make a food choice on their favorite. Discuss yogurt as a by-product of the cow.	

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept A	Identify the basic food groups. Classify foods into groups.

Learning Activities	Teacher Resources

13. a. Research and discuss how to make yogurt.
b. Make lists of all favorite foods containing egg, milk, cheese, buttermilk, etc. Allow each child to choose one by-product to make his/her list from. Put each list in A B C order.
c. Read the following paragraph (or use for writing lesson). Have students answer the comprehension questions at the end. Almost all cheese in this country is made in factories. Cheese is made from milk. First, the milk is processed which makes it ready to treat. After treatment the cheese become curds and whey. The whey, or liquid is taken off and the curd is ripened or aged. When the cheese has aged enough it is packaged and sent to the stores.
QUESTIONS:
1. What is cheese made from? 2. Where is most cheese made? 3. List the four steps of making cheese? 4. What is "ripening"? 5. What is the liquid from the cheese called?

14. Class discussion should establish the following facts: 1. Human beings are omnivorous; they eat both plant and animal foods. 2. People eat these foods because their bodies need nutrients from both sources. 3. Meat and milk group foods are animals foods. They give us protein and minerals which we cannot get from most

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept A	Identify the basic food groups. Classify foods into groups.

Learning Activities	Teacher Resources

plant foods. 4. The fruit/vegetable and cereal groups are plant source foods. They give us vitamins and other nutrients which we cannot get from animal sources alone.

DISCUSSION TOPIC:
Some people call themselves vegetarians. This means that they only eat foods from plant sources. If a vegetarian eats no meat but does eat eggs and cheese, is he really a vegetarian?

15. One plant food and one animal food which go together.
Teacher Choice: Toast and honey, crackers and butter, slice of thin ham and rye bread. For making butter in the classroom: Each child needs a sterilized baby food jar and lid. One and one-half tablespoons of whipping cream and a tiny dash of salt. Shake the jar until butter forms. Serve on a cracker.

16. a. As a fun exercise, using a chalkboard: Find animal and plant foods which begin with the following sounds:

Plant:	Animal:
St (rawberry)	Ch (eese)
Ch (erry)	Gr (ound beef)
Squ (ash)	St (eak)
Br (occoli)	Sc (rambled egg)

16. Also, Resource: Activity I-B-6.

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept A	Identify the basic food groups. Classify foods into groups.

Learning Activities	Teacher Resources
b. Break these words into syllables: custard peanuts broccoli tomato chocolate spinach lettuce	
c. (Compound Words) Match the root word on the left with its partner on the right. grape apple straw berry milk sauce apple fruit pine shake	
17. Introduce idea of balanced meals. Meals should have foods from each of the four food groups. Discuss the posters -- What Makes a Good Breakfast? Lunch? Dinner? Snack for you?	17. Posters National Dairy Council
18. Discuss text pp. 106-111. Let students listen to cassette story. Discuss.	18. Being Healthy Laidlaw Bros. Pub. "Eating Healthy Meals" Eye Gate Media
19. Have students keep a record of what they ate in the last 24 hours. Have student divide foods into 4 food groups. What food group did you eat the most from? the least? How can you improve eating patterns? Act. 3 Unit 4 Food...Your Choice.	19. Food...Your Choice Level 1 National Dairy Council
20. Show filmstrip -- "Good Food and Good Health".	20. "Good Food and Good Health" Being Healthy Series Eye Gate Media

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept A	Identify the basic food groups. Classify foods into groups.

Learning Activities	Teacher Resources
21. Have students do "Big Ideas" program. Bulletin Board--"Balance Your Meals" Seal balancing four balls overhead with food group on each ball.	21. "Big Ideas" California Dairy Council Materials Needed for Bulletin Board.
22. Make a balanced meal game for students to play. Use a Folder and cut out a plate, fork, knife, and spoon. Paste and laminate these to the folder. Cut slits in the plate and where a glass should go. Let students use food models to make balanced meals.	22. Folders Paper Food Models National Dairy Council
23. Play "Going on a Picnic". Let students tell what foods they would take on a picnic that would make a balanced meal. List these on the chalk board.	23. Chalkboard
24. Put students in small groups and let them plan a balanced meal for various holidays such as: A Birthday, Halloween, Thanksgiving, Christmas, Valentines Day, Mother's Day, Father's Day. Make a bulletin board and let the students draw their menu's on paper.	24. Bulletin Board
25. Using food pictures make up several lunch sacks, each containing a balanced or unbalanced meal. Let students look at these during free time. If the meal is unbalanced let the student plan how he would change it to make it balanced.	25. Food pictures Lunch bags Resource: Activity III-A-26

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept A	Identify the basic food groups. Classify foods into groups.

Learning Activities	Teacher Resources
26. Assign each child a food group. Have the children bring empty food packages and containers to school. Check to make sure the "food" he brings belongs to the assigned group. Place food items on shelves as in a store. Have one child at a time select foods that would make a balanced meal.	26. Child's home
27. Let students do other activity sheets on balanced meals. Act. 12, 13 and 14 from Winnie the Pooh. Act. 5 and 6 from Nutrition Action Pack.	27. Winnie the Pooh, Nutrition and You, Disney Productions Nutrition Action Pack McDonald's
28. Have students plan a simple balanced meal that they could prepare in the classroom.	28. Food needed for activity. Food Service Director.
29. As children go through the cafeteria line, Food Service personnel assist children in seeing that their meal is balanced. DISCUSS: Food served vs. food eaten. Balanced meal served vs. unbalanced meal eaten.	29. Food Service Personnel

List Foods made with the following ingredients in them.....

Egg	Milk	Cheese	Buttermilk

III - 11

Balanced Meal

Why? _____

_____

65

Unbalanced Meal

Why? _____

_____

66

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept B	Recognize own eating habits. Willingly taste and identify foods previously unfamiliar.
Learner Outcome	1) Students become aware that eating habits formed during childhood are carried over into later life. 2) Students understand that what they consume as children has an important effect on their health as adults. 3) Students become aware that all the senses need to be consulted before making a food decision, not just one's eyes. 4) Children learn to taste unfamiliar foods.
Behavioral Objective	Students develop good eating habits and become willing to taste "strange" foods. Students will become aware that their senses effect their food choices.
Measurement	Each student can identify good eating habits and can name the senses used in food decision.

Learning Activities	Teacher Resources
1. Have each child find a picture of someone whom they would like to "be like" when they grow up. (This might be a sports hero or a person that they know, etc.) Have each child write a description of the things about this person that they admire. Compare these notes with good health habits. If possible, display pictures of persons who are over-weight, too thin, etc. Discuss health habits relating to these problems. Enforce attitudes which show a knowledge of the need to ensure proper diet.	1. Old books or magazines (especially health books), sports magazines. Scissors, glue, one large sheet of paper or poster board.
2. a. If the children have chosen pictures of people, i.e., athletes, dancers, etc., have the children write to these people asking them about their health habits. Include questions about eating habits. (The office will	

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept B	Recognize own eating habits. Willingly taste and identify foods previously unfamiliar.

Learning Activities	Teacher Resources
assist in mailing.) If it would be more feasible, have the children choose from persons such as the Arkansas Razorback football team or cheerleaders, etc. This might make mailing easier, and might ensure a return from some of the persons contacted. b. Have children write a short "profile" of themselves stating whether they think that they are healthy or need to exercise, or lose weight, etc. A sheet with questions from the teacher might be substituted. c. Have the students list their favorite grow foods, glow foods, and go foods, giving a limit in the categories. d. Have the class list food from these categories above, and each food they name must be something that they have never tasted before. Taste and discuss the foods voted on by the class as the most unfamiliar in the group.	
3. Discuss and review "Grow, Glow and Go" foods which were introduced in first grade. Allow children to take turns discussing the meaning of the three terms.	3. Tastes of cheese, pineapple and graham cracker for each student. A paper towel for each child, containers or other necessary cutlery, etc.
4. One food from each category: Grow food-cheese, Glow food-pineapple, and Go food-cracker. Make a snack by spreading the cheese or using cheese slices on the cracker and adding crushed or chunk pineapple. Discuss protein as the building	4. Campbell Soup Materials.

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept B	Recognize own eating habits. Willingly taste and identify foods previously unfamiliar.

Learning Activities	Teacher Resources
blocks found in the grow-foods. Talk about the protein in the cheese. Name other protein foods. Talk about the glow-food pineapple, discuss how it helps to make nice skin and eyes and hair. The cracker is go-food. Talk about the energy contained in go-foods; name other go-foods.	
5. a. Discuss the grow, glow and go categories. Compare these with the food groups. Show that one can classify as follows: Grow foods-meat and milk groups, Glow foods-fruit and vegetable group, and Go foods-bread and cereal group. Using food models, have children classify in a pocket chart or on a bulletin board. b. Cut and paste a balanced meal. Label each part by food group and by Grow, Glow and Go.	5. Resource: Activity III-B-5
6. Discuss three (or more) foods which are different on the outside: Potato, turnip, pear, apple, etc., but look somewhat alike on the inside. Display these foods and let the children handle them. Ask for class discussion on whether they like or dislike the foods. After this discussion, dispaly some of each of these foods which were previously peeled and cut into pieces as nearly the same as possible. Ask students if they can positively identify these foods from their seats with only their eyes. (They	

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept B	Recognize own eating habits. Willingly taste and identify foods previously unfamiliar.

Learning Activities	Teacher Resources
can't.) Ask what other senses could help. Discuss the idea that "we eat with our eyes" and that though this is good and very important, sometimes we allow our eyes to make all the decisions and neglect to let our other senses help.	
7. Allow children to identify the foods they smell, then by taste. Discuss the various tastes, feel, (texture), sound when chewed, smell, etc.	
8. a. Children will cut out pictures of fruits and vegetables which they have never tasted. Group pictures together. Have the class identify as many as possible and discuss their taste, texture color, etc. Have children who have tasted them describe them for others. Divide the entire group into those that the majority think would taste good, and those which they think would not. Taste as many of these foods as possible and see if they remain in the category they were first placed in. This shows that we "eat with our eyes". Suggestions: lemon, orange, cinnamon, chocolate, garlic, dried bread crumbs, celery salt, pickle, catsup, etc. b. Have children taste some foods such as apple, peach, raw vegetables, etc. (bland foods) blindfolded and holding their noses.	8. Old magazines

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Sub-Concept B	Recognize own eating habits. Willingly taste and identify foods previously unfamiliar.

Learning Activities	Teacher Resources
See if they can identify. Try the same experiment with some strong foods like pickle or onion.	
9. Discuss the term, "unfamiliar". Give definition. Discuss why some foods are unfamiliar to some people. Talk about children not remembering the names of food when they don't taste them. Encourage tasting. List and identify the foods chosen and ask how many have tasted these. Allow students to describe the appearance of the foods.	9. Pre-test sheets, 3-5 foods which the teacher designates as those most frequently incorrect.
10. Prepare and taste the food. Discuss taste, texture, etc. as well as likes and dislikes after everyone tastes.	
11. a. Allow children to work with food models during extra time. Each one could make a list of the ones he/she doesn't know (names are on the back). b. Conduct a poll - use chalkboard - on likes and dislikes. Use food models for identification. c. Add foods to spelling list. d. Writing: let each child make a pretend grocery order for 5 foods he has never tasted. Send home. e. Using grocery ads look up prices of the foods used in tasting and make problems.	
12. a. Have children make lists of foods which look alike, but taste different. Examples might be:	

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept B	Recognize own eating habits. Willingly taste and identify foods previously unfamiliar.

Learning Activities	Teacher Resources
spinach and turnip greens or lettuce and cabbage, etc. b. Have two paper plates with food pictures glued on. One plate will be attractive and colorful, the other all the same color or all bland foods. Make comparisons. Have children do a meal on paper plates. Use Green Giant poster, "Versatile Vegetables".	
13. Make a wall chart with four parts. Label each, one of the following: salty, bitter, sour, sweet. Discuss the sense of taste and its organ, the tongue. Look up tongue in the encyclopedia. Talk about foods which fall into each category. In order to show that the sense of taste is very important in helping us enjoy our food by detecting different tastes, use the following experience:	13. Resource: Activity III-B-18
14. Have the class close their eyes and stick out their tongue. Drop one drop of lemon juice on each tongue. Caution that no one speaks until all have had a turn. When finished, ask children to identify the taste and classify on the chart. In turn, do each of the following: cocoa (or vanilla favor)--bitter Sugar or sugar water --water pickle "juice" --sour salt --salty Have children rinse mouth with water after each taste.	14. Small wooden spoons used for ice cream or plastic spoons (4 per child), small amounts of lemon juice, salt, pickle juice, sugar. 1 cup for each child.

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept B	Recognize own eating habits. Willingly taste and identify foods previously unfamiliar.

Learning Activities	Teacher Resources
15. a. (Game: Children may work alone or in small groups) In order to show relation between taste and smell, fill covered plastic pill bottles with cotton. Saturate cotton with food smells, and see if children can classify by taste from smelling. Children may write answers for later checking from an answer sheet. b. Work in booklets from Campbell soup. c. Add grow, go and glow words to the spelling list for the week. d. Use math sheet attached.	
16. Discussion of the definition of balanced meals. Classify food groups by what they do for the body. Discuss how snacks effect children and adults with weight problems. (Either over-weight or under-weight). Have students decide which category they belong in and have them write the appropriate letter home. In order to cause no embarrassment for those with weight problems, individual children should not be mentioned or brought to the attention of the class.	16. Food group posters, enlarged weight chart, and small weight chart copies to send home, paper and pencils for letters.
17. Taste some snacks which are good for our bodies, but do not make for an excess of fat. Choose from fruit, fruit juices, dried fruit, jello, yogurt, raw vegetables or others.	

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept B	Recognize own eating habits. Willingly taste and identify foods previously unfamiliar.

Learning Activities	Teacher Resources
18. a. Use Mr. Peanut's Nutrition guide for background of a discussion of nutrients. b. Make height and weight charts for the classroom. Keep periodic data on the chart. c. Add lesson concepts to science by feeding an animal a balanced diet and another animal a diet consisting mostly of fat. Suggested animal. Cat.	
19. Teacher will tell the children that "today's lesson is about several new foods, as well as a new term. "Write on chalkboard: open-faced sandwich. Discuss the "new" bread. Talk about cream cheese. Name and describe (several times) the foods for decoration. Show these foods as you speak. Have helper spread the cream cheese on the bread. Tell the class that they will each make a funny face of their slice of bread. They must name each food chosen to make the face. After tasting, make a chart showing likes and dislikes for each child. Stress: We don't have to like it, but we should always taste. A person cannot really know if he likes a food until they have tasted it 7 separate times.	
20. a. On the back of the paper covering the desks, draw a picture of an open-faced sandwich. Label the parts.	20. Paper for covering desks, 1 slice whole wheat or rye bread per child, cherry halves, raisins, olives, pimento strips, or any other desired decoration, enough

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept B	Recognize own eating habits. Willingly taste and identify foods previously unfamiliar.

Learning Activities	Teacher Resources
b. Identify the source of each food item. Write a story about one of the foods used. c. Read the book Old Witch and the Polka-dot Ribbon. Make up pictures recipes of foods to make a magic cake. (A nutritious magic cake) d. Begin a food chart to last all year. Classify each picture brought from home by food group. Only use any given food once. See how different foods can be counted.	whipped cream cheese to spread each slice of bread, knife, containers for decorations.
21. Each child will compile a list of foods he or she habitually eats and determine if these foods contribute to their health.	

List 4 Foods under each Taste Name

Salty Bitter Sweet Sour

List 8 Foods in each Group

Grow Foods	Make 2 of the 8 unfamiliar Foods	Go Foods
Cheese		Cracker
	Glow Foods	
	Pineapple	

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept C	Identify nutritious food and snacks.
Learner Outcome	1) Students become aware of basic nutrition principles, related areas. 2) Students become aware of "nutritious snacks". 3) Students become aware of why everyone needs a good breakfast and that breakfast is the most important meal of the day.
Behavioral Objective	Students begin choosing "nutritious snacks" over foods with high sugar contents and students begin eating breakfast daily.
Measurement	1) Students can tell the basic food group way to a balanced meal. 2) Students will relate the reasons why everyone needs a good breakfast. 3) Students will plan a simple balanced breakfast and "nutritious" snacks.

Learning Activities	Teacher Resources
1. Classify pictures of foods into different food groups.	
2. Students draw a picture of a balanced breakfast.	
3. Students choose what snack they want from a variety of snacks. Discuss why or why not it was a good choice.	
4. Discuss different pictures of meals, why or why not it is nutritious, and what it needs to make it a balanced meal.	4. Meal Posters from Dairy Council or teacher made.
5. Children prepare his or her own sandwich while discussing the foods and the food groups.	5. 1 slice bread, 1/2 sandwich ham (or other meat), 1/2 slice of cheese, 1/2 cup pineapple juice, 1 paper cup and 1 napkin per student, knife.

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept C	Identify nutritious food and snacks.

Learning Activities	Teacher Resources
	Cut bread into different shapes -- circles, squares, triangles and rectangles. Cut ham and cheese into same shapes. The children must match shapes.
6. a. Prepare word cards with words used in lesson. Use cards for sight word list. Review blends, beginning sounds on the cards. Introduce or reinforce idea of compound words using pineapple. Review lesson on shapes by having children find shapes around the room to match their sandwich. bread | cheese | pine | apple | meat b. Make a list of other food words which are compound words. c. Play a scramble word game using the lesson words. d. See how many words can be made from the word "pineapple".	6. Resource: Activity III-C-6d.
7. Give children a chance to choose favorite snacks from pictures or to write favorite snacks on the chalkboard. Class discussion should include a review of each choice and good snacks should be identified. A teacher-lead discussion of how snacks relate to obesity, dental, and behavior problems should take place. The teacher and children may then compose a definition of "a good snack."	7. Resource: Activity III-C-7.
8. Fresh fruits or vegetables, peanut butter recipes, yogurt, salads, ice cream or others may be tasted as a good snack.	

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept C	Identify nutritious food and snacks.

Learning Activities	Teacher Resources
a. Fruit Kabobs -- Children will use grapes, banana slices, and pineapple chunks to make fruit kabobs on toothpicks. b. Cut out pictures of snacks from magazines. Categorize these good snacks and high sugar snacks on a poster. c. Each child will make a "fruit person" to put on their refrigerator to remind them to eat nutritious snacks. d. Make a cereal snack, such as marshmallow treats. Impress the children with the fact that they are old enough to choose and prepare snacks alone, if mother allows. e. Make a snack book to take home to remind each child that he can choose the right kind of snack. Allow each child to have a page in the book to list his/her favorite.	Tongue depressors, glue and magnets, construction paper and bits of materials or other decorations desired. View AETN "Barnacle's Galley," a six lesson ITV series on nutritious snacks students may make.
9. Class discussion should include questions which will determine whether children can identify and define the "nutritious" and "snack". Children should be able to define the terms together. Many food models or pictures should be presented which will provide a basis for choosing those snacks which would be <u>better</u> for our bodies. The teacher should make it clear to the class that snacks are included in balancing our diet. High sugar or "empty calories" snacks or O.K. every once in a while, but should not be eaten daily.	9. Snack food pictures.

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept C	Identify nutritious food and snacks.

Learning Activities	Teacher Resources
10. Allow the children to nominate several nutritious snacks and vote on which to taste, later that day, or later in the week. A recipe contest might be allowed, with children bringing and reading recipes from home for nutritious snacks. The winner would then be prepared.	
11. a. Make a snack book to take home to mother. b. Give an original play or puppet show about the perils of Junk Food. c. Discuss dental health and how it relates to junk food. Make a healthy-tooth poster on which each child who visits the dentist places a picture of themselves, or a star or some other indication that he/she is taking care of their teeth.	
12. Make and taste banana milkshakes. Using the blender, add about 2 cups of ice cream and one cup of milk with 1 cup of bananas. It may take several blenders full to serve the entire class.	12. (30 5 oz. servings) 1 gallon vanilla ice cream, one-half gallon milk, 15-20 bananas, vanilla flavoring, blender.
13. a. Make a Banana Man using real bananas. b. Make a report on bananas from a reference book. (Several topics may be used, i.e., where bananas grow, how they are transported around the world, many ways to serve bananas, etc. c. Make a banana cookbook to take home. Each child may bring a recipe and using the child's writing, ditto these for a booklet.	13. Resource: Activity III-C-13.

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept C	Identify nutritious food and snacks.

Learning Activities	Teacher Resources
14. Let students do activities 2, 10, 16, and 21. Introduce basic ideas expressed in each activity before passing them out to students.	14. Winnie the Pooh, Nutrition and You Disney Productions.
15. Discuss idea that snacking is okay if nutritious snacks are chosen. Stress the fact that snacks are consumed only between meals and not directly before or after a meal. Let students listen to cassette story "Snacks". Then do activity 17 from Winnie the Pooh.	15. Winnie the Pooh, Nutrition and You Disney Productions "Snacks" Eye Gate Media
16. Have nutritious snack tasting party. Fruit ke-bobs; fruit juice popsicles; raw vegetables, nuts; dried fruits...	16. Foods necessary for this activity.
17. Read story "Smile, Ralph, Smile" and discuss why oranges are a good snack. Eat oranges.	17. Smile, Ralph, Smile" flannel board story. Sunkist Co.
18. Read flannel board story "Count Dracusnak and the Sunkist Kid."	18. "Count Dracusnak and the Sunkist Kid", Sunkist Co.
19. Ask children to bring their favorite snack recipe--have them illustrate their recipe and compile a "snack cookbook" to be taken home to parents.	19. Parents
20. Read various books that discuss food related jobs; Wait for the Sunshine; What Will I Be from A to Z?; Let's Go to a Supermarket; At the Bakery. Discuss various jobs student's parents may have that are food related--farmer, housewife, supermarket manager, cook, cafeteria supervisor.	20. Wait for...by Glenn Blough What Will I...by Donald Gelb Let's Go to...by J.M. Goodspeed At the Baker by Lillian Colonius

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept C	Identify nutritious food and snacks.

Learning Activities	Teacher Resources
21. Take a field trip to farm, cafeteria kitchen, grocery store...	21. Community
22. The teacher and the class will discuss reasons for having a good breakfast each day. 1. For energy to work and play. 2. For important nutrients for the use of our bodies. The class will discuss cereals and describe their favorites. The teacher will explain to the class that cereal is made from grains and that some grains may be used to make both hot cereal and cold cereal. Display the oat cereal and oatmeal. Allow the children to smell, touch and taste both "raw" if they wish. Read the ingredient labels and compare. Repeat with the wheat cereals. Discuss hot cereals on cold morning for warmth and energy.	
23. Prepare the hot cereals in sauce pans with hot plates for your heat source. Sweeten with honey or brown sugar and taste in 3 oz. hot cups. Discuss with the class the merits of brown sugar and honey. NOTE: When choosing the cold cereals for classroom use, pay special attention to ingredient labels. The first item listed is the substance which is contained most in the cereal. Avoid cereals with sugar listed first. a. Play the game, "morning charades". Children act out activities of early morning such as: sleeping and waking, tooth brush-	23. Oatmeal and an oat cereal (Cheerios), Cream of wheat and a wheat cereal (Wheaties), Hot plate, 2 sauce pans, brown sugar or honey, 3 oz. hot cups and spoons.

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept C	Identify nutritious food and snacks.

Learning Activities	Teacher Resources
ing, hair combing, pouring and eating cereal and milk, making orange juice, etc. The rest of the class guesses what the child is doing. b. Play the game, "For breakfast, I ate _____." As each child has a turn, he adds one more breakfast food to the list and repeats the list. This game is designed to improve auditory memory. c. Students keep a breakfast record for two weeks. At the end of this time, the class should discuss the best records, and why they are considered best.	
24. The teacher will discuss the importance of breakfast and ask questions which will encourage thinking about what the body needs. The teacher will display all of the citrus fruits and identify each. Children will identify the fruits. Vitamin C will be defined for the class in a very simple manner as; an invisible part of some foods which all people need everyday. They will need to be told that vitamin C has no storage place in our bodies, so we have to have a new supply each day. They need to learn that the fruits displayed are the best sources of vitamin C for breakfast. Many other fruits and vegetables have vitamin C, but not nearly as much as citrus fruits. Discuss the lemon, and how we can benefit from the Vitamin C it contains even though it is too sour to eat alone. Discuss juices of the other fruits.	24. Grapefruits, oranges, tangerines, lemons, water, sugar, and necessary cutlery and utensils, ice, and cups.

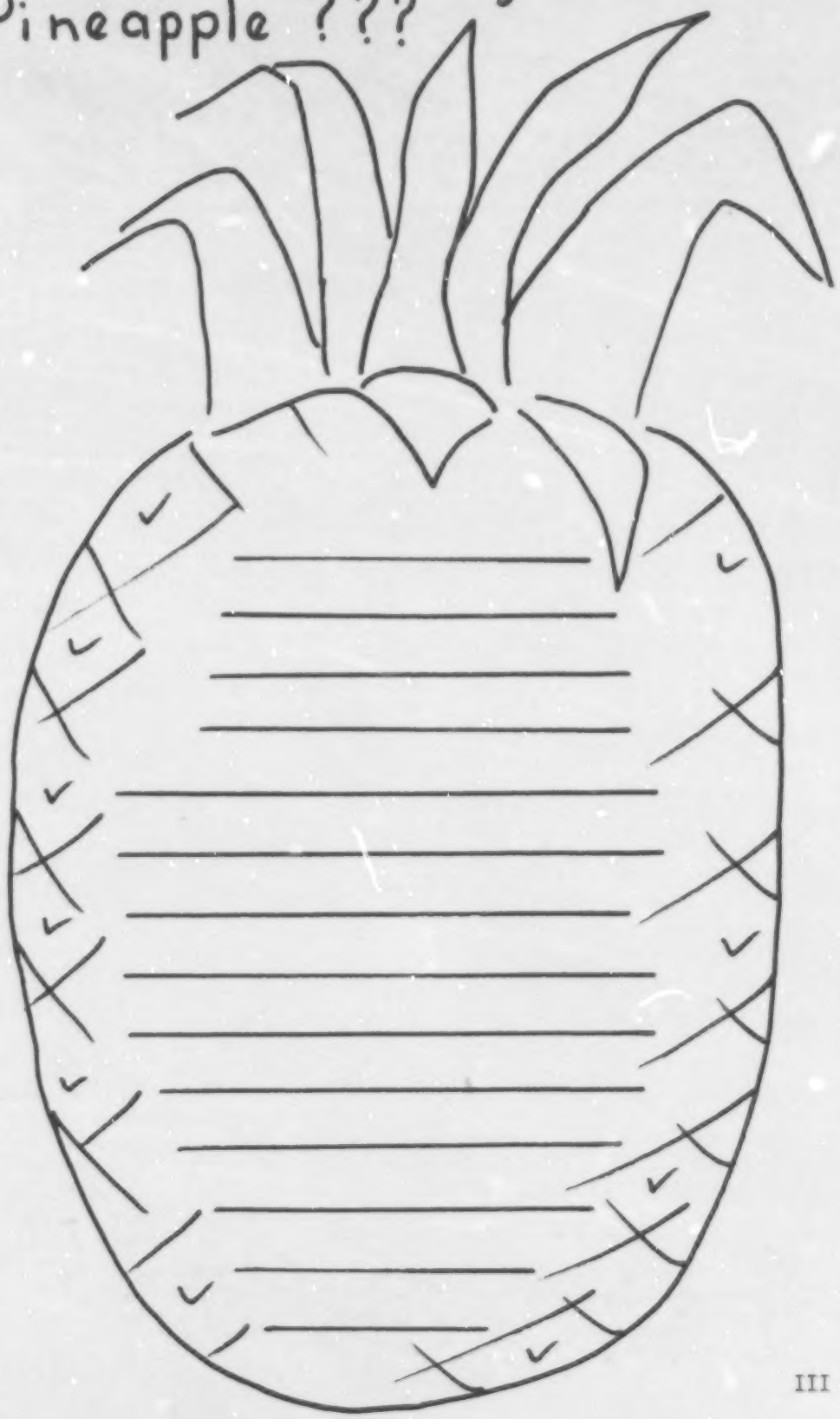
Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept C	Identify nutritious food and snacks.

Learning Activities	Teacher Resources
25. a. Draw a breakfast on a paper plate, be sure to include your favorite citrus fruit. b. Send home: "Protein and Breakfast" from General Foods. c. Keep a breakfast chart and mark favorite breakfast foods in red.	
26. The class will discuss, with the teacher, what constitutes a balanced breakfast. Posters and models should be used in identifying typical "breakfast" foods. Each child will plan his own balanced breakfast. 18" by 22" sheets of newsprint may be used to illustrate and label their choices. Class discussion should include a review of each child's breakfast poster. Those which are balanced might be marked with a smiley face or star and displayed in the school cafeteria.	26. Food models or posters showing breakfast foods, newsprint sheets, crayons, markers, pencils. See tasting section for food supplies, pitcher, skillet, egg turner, paper cups, spoons, etc.
27. The class will prepare a "mini" breakfast. Make small (2 inch) pancakes from a mix, serve 2 oz. cups of orange juice, and have 1/2 slice of bacon, and 2 oz. of milk. This will serve as an example of balanced breakfast. One food from each food group is used. An extra will be used with the pancakes -- 1 teaspoon of honey.	
28. a. Each child decides how much of each food on his poster would be needed to feed his/her entire family. (Use math terms--ounces, quarts, etc.)	

Concept III	Food is made up of different nutrients needed for health and growth.
Sub-Concept C	Identify nutritious food and snacks.

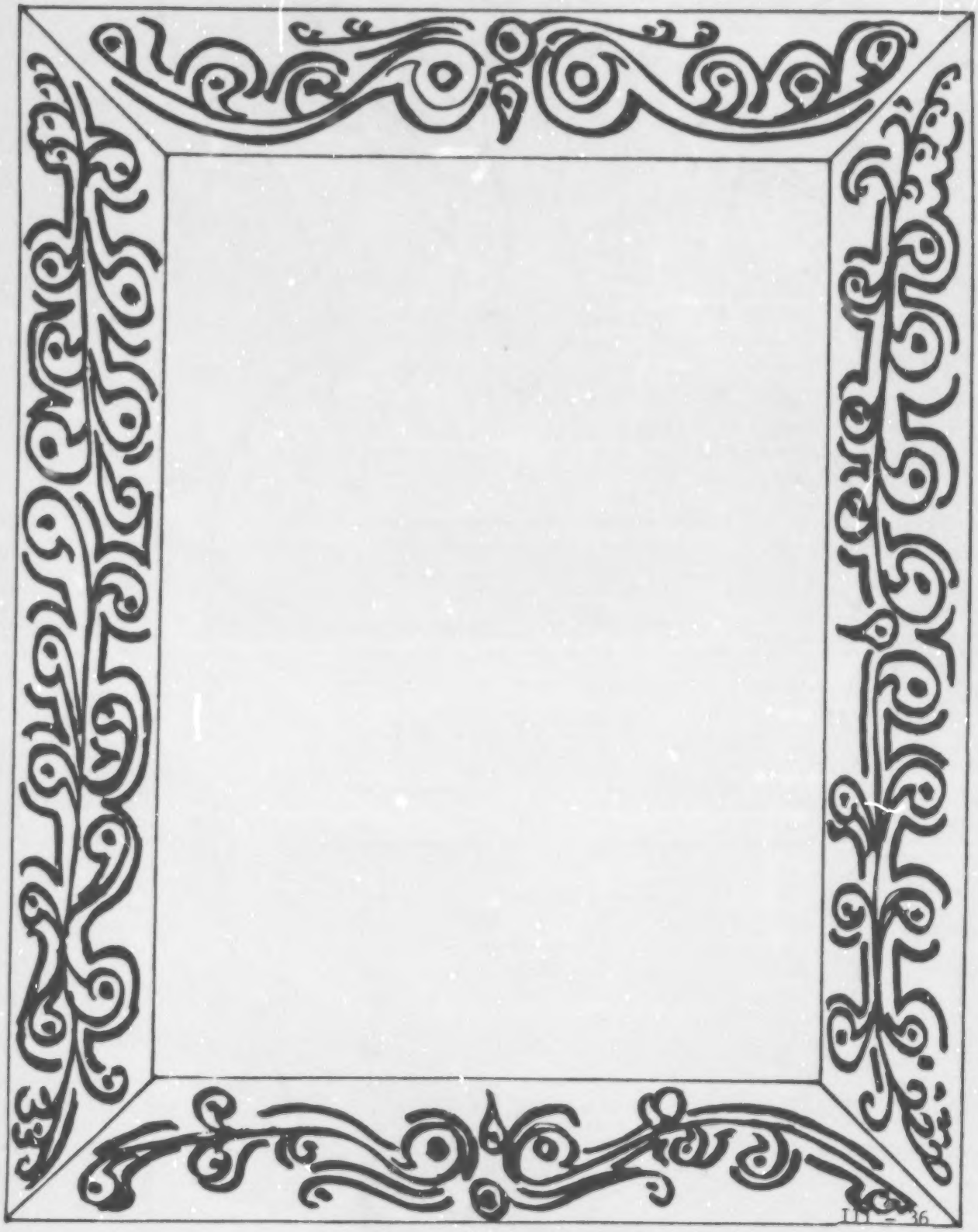
Learning Activities	Teacher Resources
b. Bring a table setting from home including plate, silver, glassware and place mat. Teach correct table setting. Emphasize the importance of a "pretty" table to encourage a pleasant eating atmosphere. c. Make placemats for breakfast from wall paper samples. One sample makes 2 mats. These may be plain rectangels, or scalloped or oval, etc. Allow the children to take these home or use them in the cafeteria. d. Make Mother's breakfast on Saturday morning. Teacher may help in planning and giving directions. This might be substituted for writing lesson.	
29. Discuss the importance of eating breakfast. What happens when you skip breakfast? Ask students what they had for breakfast and list on the board. Look at breakfast pictures in text p. 106-111.	29. Being Healthy Laidlaw Bros., Pub. Resource: Activity III-C-14.
30. Use breakfast posters from Florida Dept. of Citrus; Read "Let's Learn About Breakfast"; What does the word breakfast mean? Discuss.	30. Let's Learn About Breakfast" Posters Florida Dept. of Citrus "Energy 365" Posters Kellogg's Co. Kellogg's Co.
31. Let students do activities 2, 3, 5, and 6 from Energize at Sunrise; activity 11 from Winnie the Pooh, Nutrition and You; and Conservation Menu Activity from Cling Peach.	31. "Conservation Menu" Cling Peach Co. "Energize at Sunrise" Kellogg's "Winnie the Pooh, Nutrition and You" Disney Productions.

How many words can you make out of Pineapple ???



III - 35

Draw your Dentist



Connect Dots and see what fruit I am

III - 37

List Reasons everyone needs a good breakfast every day.

Draw your Favorite Breakfast

CONCEPT IV

ALL PERSONS THROUGHOUT LIFE NEED THE SAME NUTRIENTS,
BUT IN DIFFERENT AMOUNTS

Concept IV	All persons throughout life need the same nutrients but in different amounts.
Sub-Concept A	Recognize that all family members can plan meals using the basic food groups.
Learner Outcome	1) Student learns the definition of the term balanced. 2) Students learn how to choose a balanced meal.
Behavioral Objective	Student understands that all their family members should have balanced meals.
Measurement	Students choose "balanced meals" over "unbalanced meals" from posters and magazines pictures.

Learning Activities	Teacher Resources
1. The teacher and children will discuss balance. The children will have learned the term in first grade. They will look up the word in the dictionary. They will use a see-saw as an illustration. The class will then discuss balanced meals. The teacher will explain that to balance a meal, it must have foods from each of the basic food groups. The children will learn to understand the reason for having foods from the food groups. The class will review the basic food groups.	1. Resource: Activity IV-A-1
2. Children's desks will be covered with clean paper. They will wash their hands. They will be presented with a slice of whole grain bread cut in half. The class will then be instructed to make a "balanced meal" sandwich. The above listed foods will be presented as choices. When the class has finished and has eaten their creation, the class will list the foods from each food group that they chose.	2. Large sheet of clean paper, napkins, plastic knives, Swiss cheese, mozzarella cheese, deviled ham, mustard and mayonaise, sliced hard boiled eggs, raw spinach, sliced tomatoes, raisins, cream cheese, salami (sliced very thin), whole grain bread.

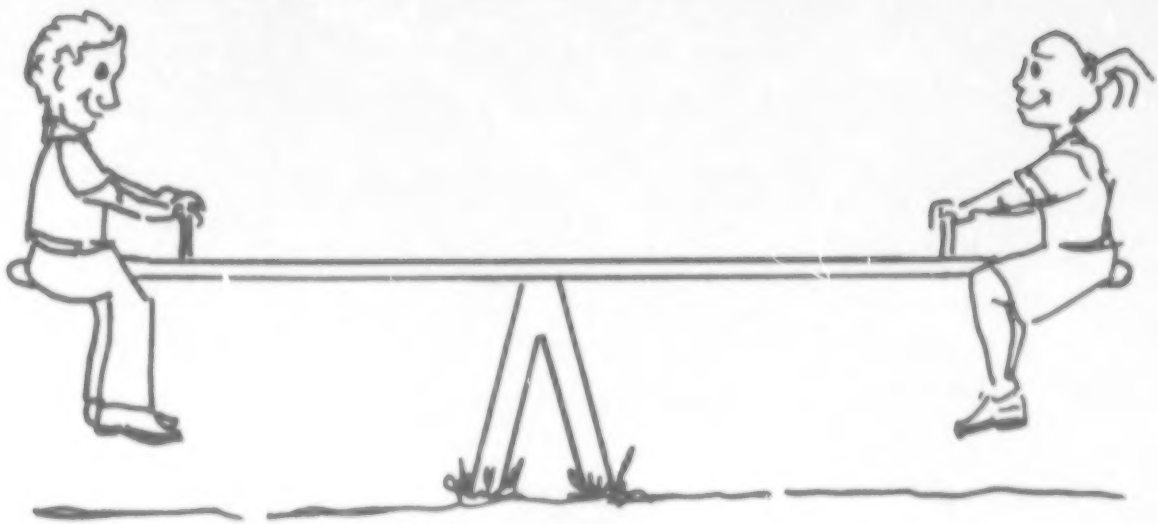
Concept IV	All persons throughout life need the same nutrients but in different amounts.
Sub-Concept A	Recognize that all family members can plan meals using the basic food groups.

Learning Activities	Teacher Resources
Definition: A balanced meal is any meal which meets the needs of our bodies through foods from each basic food group.	
3. a. ABC ORDER. Student complete Picnic Foods Worksheet. Instructions: Put these picnic foods in ABC order. Beside each food mark the food group it belongs to. Use MI for milk, MT for meat, FV for fruit and vegetable, and BC for bread and cereal.	3. Resource: Activity IV-A-3,
4. Have a balanced picnic. Have the students look up the words and write the definitions at the bottom of the page.	4. Resource: Activity IV-A-4.
5. Students complete balanced picnic worksheet. Instructions: the students write the foods on the correct end of the see-saw. Teacher will check the papers for balance.	5. Resource: Activity IV-A-5.
6. Send home a work exercise for the child and parents to write up a balanced meal together. Stress the importance of actually preparing the meal selected.	

Concept IV	All persons throughout life need the same nutrients but in different amounts.
Sub-Concept A	Recognize that all family members can plan meals using the basic food groups.

Learning Activities	Teacher Resources
7. Have a family day in the cafeteria so student can show his family that they all need balanced meals.	7. Food Service Director (Work with FS Director of day, time, number, etc.)

Balanced



Color the Above

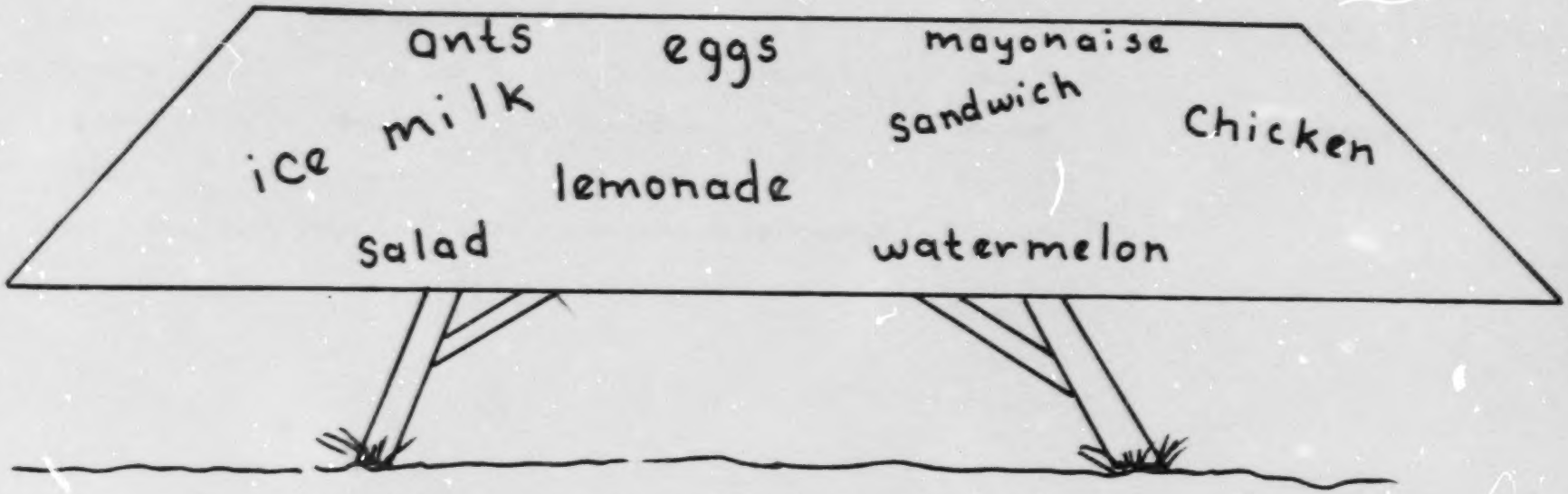
A BALANCED MEAL is " any meal which meets the needs of our bodies through foods from each food group."

PICNIC FOODS	Food Group picnic food belongs to	Put in A-B-C- order
Peanut butter sandwich		
lettuce		
tomatoes		
ham		
bread		
cheese		
tuna		
jelly		
raisins		
onions		
salami		
pickles		
mustard		
mayonaise		
milk		
soda pop		
potato chips		
potato salad		

Do you like picnics?_____

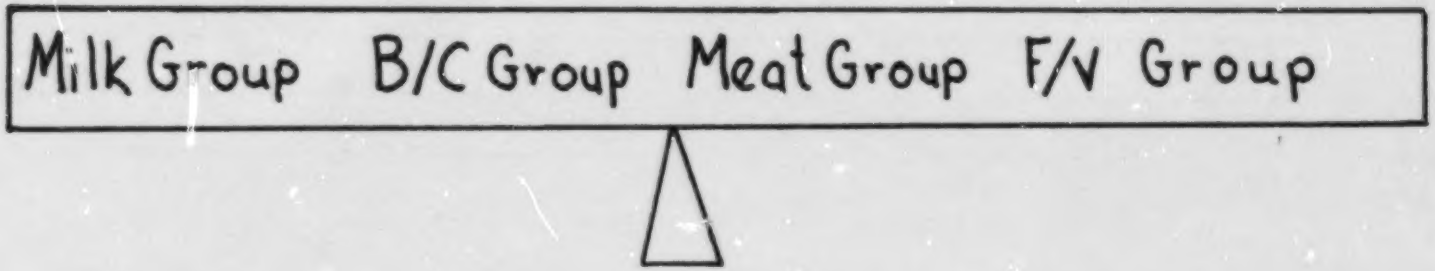
Where do you go to go on a picnic?_____

Who do you go on a picnic with?_____



Look up words listed above and write down a short definition below:

IV - 7



Write foods listed above under correct Food Group on the Seesaw.....

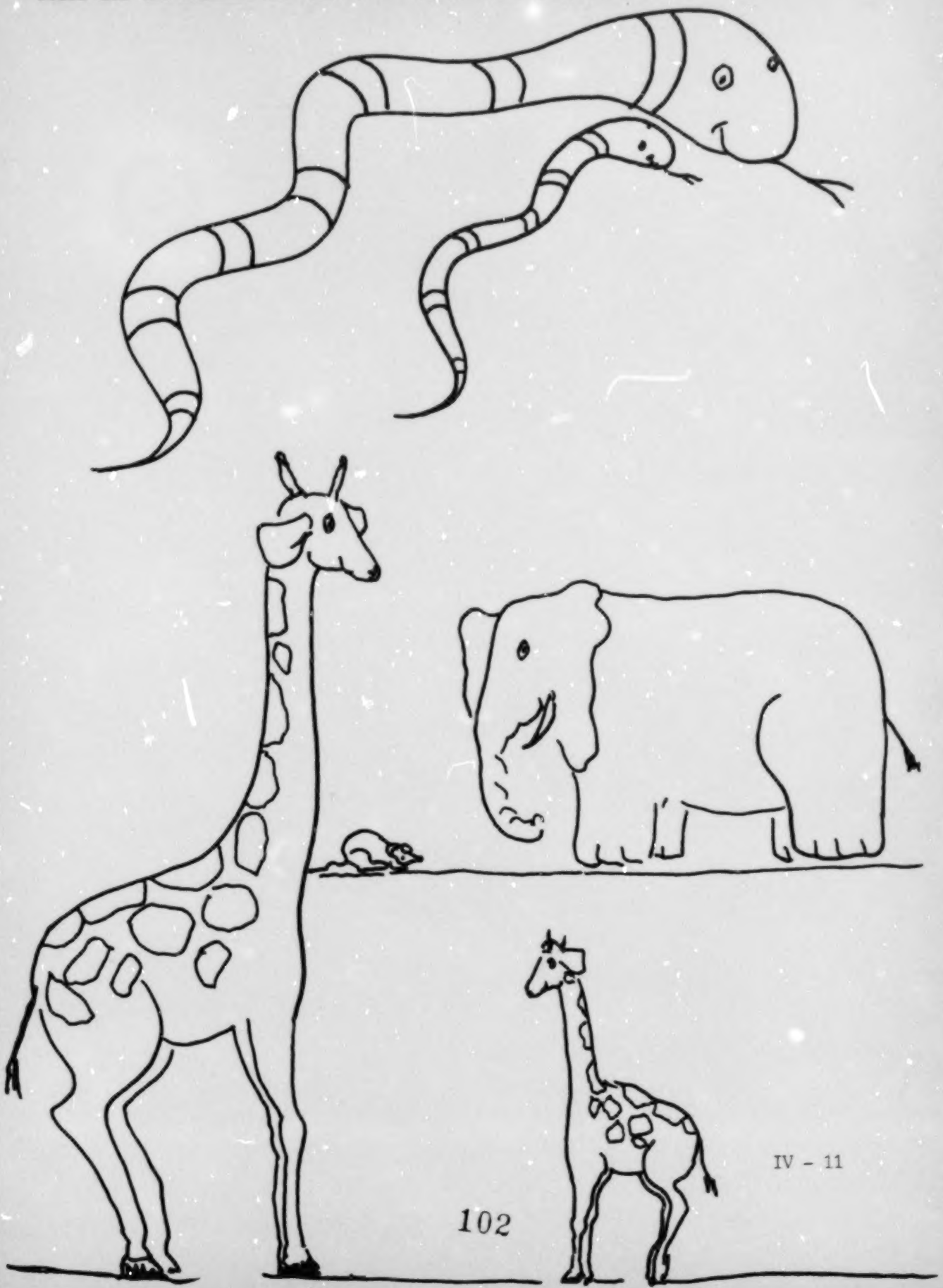
yogurt	beans	carrots	ice cream	fish
chicken	pudding	rice	peanuts	tomatoe
biscuits	spaghetti	cottage cheese	yams	milk
broccolli	strawberries	eggs	tortilla	corn

IV - 8

Concept IV	All persons throughout life need the same nutrients but in different amounts.
Sub-Concept B	Realize that serving size differs for family members.
Learner Outcome	Students learn that family members need different amounts
Behavioral Objective	Students take only the serving size they need
Measurement	Students choose from various pictures the serving sizes needed for each family member.

Learning Activities	Teacher Resources
1. Read the story "Goldilocks & the Three Bears." Each child will learn that serving size differs according to body size by answering questions.	1. A version of "Goldilocks & The Three Bears."
2. Take a field trip to the zoo at feeding time and have the students observe that larger animals are fed more because they are larger. (Contact Zoo Keeper).	2. Local zoo-keeper Resource: Activity IV-B-2.
3. Make a mobile of the number of servings needed each day from each food group.	
4. Make a bulletin board with family member pictures and amounts of food or serving size each needs.	

Color all the animals and circle the animal that eats more!!!!!!



Concept IV	All persons throughout life need the same nutrients but in different amounts.
Sub-Concept C	Realize that serving size is affected by age, sex, and health status.
Learner Outcome	Student will learn to compare required amounts of food for child and adult.
Behavioral Objective	Children will understand adult needs versus their own needs.
Measurement	From posters of food required for child and adult (showing different vocations) the child can tell why adults need more food generally.

Learning Activities	Teacher Resources
1. Each student is weighed and measured.	1. Prepare Normal Growth Chart (World Book "6" p. 397) Put each student's name on chart.
2. Student determines the amount of food their bodies require at different ages.	2. Discuss need for different amount of food due to type of job, and energy used.
3. Plan menu and show different serving size for child and adult.	3. Use chart (Recommended Number of servings).
4. Discuss why serving sizes differ for different members of the family -- age, sex, type of work and/or activity, etc.	4. Health book: Health 2, sec. ed. pp. 71-81, 84.
5. Children tell about the kinds of work their parents or relatives do.	
6. Have Food Service Personnel give demonstrations using measuring cups and scoops. Have children participate. (Be sure to show what serving sizes the child needs.)	6. Food Service Personnel.

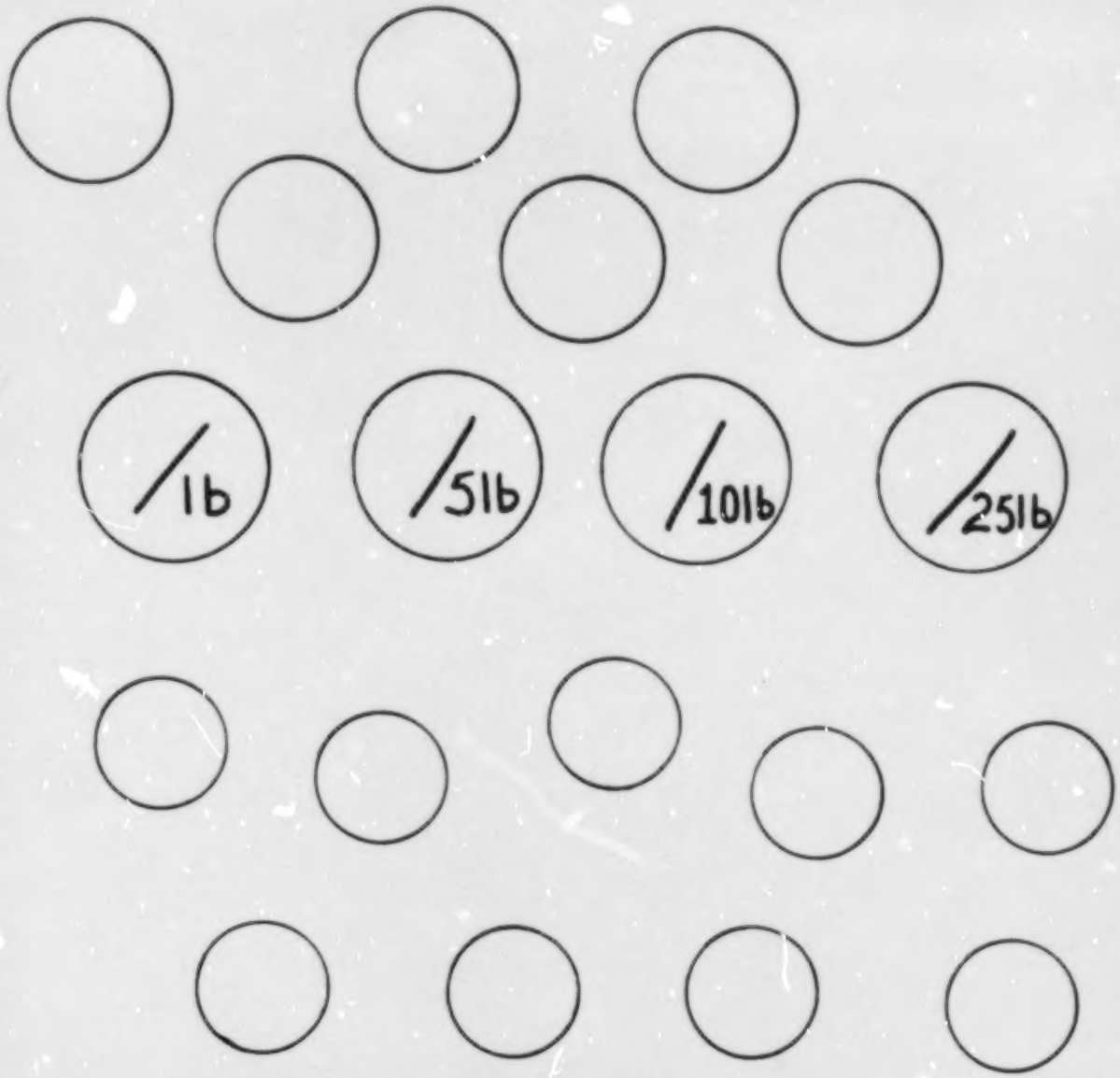
CONCEPT V

FOOD PRODUCTION AND SANITATION AFFECTS FOOD QUALITY

Concept V	Food production and sanitation affects food quality.
Sub-Concept A	Realize how food is marketed.
Learner Outcome	Student learns that supermarkets are for the purpose of food marketing -- to have a place for consumers to have access to food items.
Behavioral Objective	Student understands that a market is a place of convenience.
Measurement	Student can name the different "markets" within a supermarket or warehouse.

Learning Activities	Teacher Resources
1. Play "Supermarket" where students separate food models into their various sections.	
2. Obtain a register so children can learn the basic principles about how food items are totaled for the consumer.	
3. Let students make up price tags for their store items.	3. Resource: Activity V-A-3.
4. Take a fieldtrip to a local supermarket. Let the owner/manager tell the students about consumerism.	
5. Do activity sheet P. 15, "Winnie the Pooh - Nutrition and You."	5. "Winnie the Pooh - Nutrition and You" Walt Disney Ed. Media Co. Burbank, CA 91521

PRICE TAGS



Color each tag as to the food group it belongs to:
red- Meat Group
yellow- Bread and Cereal Group
green- Fruit and Vegetable Group
blue- Milk Group

Concept V	Food production and sanitation affects food quality.
Sub-Concept B	Identify food in various forms. Understand simple steps in processing and transporting cost.
Learner Outcome	1) Students learn that foods are eaten in many forms. (Animal foods as well as plant food may be prepared in many different ways.) 2) Students learn that some foods are only eaten raw and some only cooked, and some both ways. 3) They learn some terms of food preparation, processing and transporting.
Behavioral Objective	Students willingly try foods in various forms. Students understand simple meanings of processing and transporting cost.
Measurement	From an assortment of several foods, students can identify a food with many varieties. From pictures children can identify different methods of food preparation -- (drying, freezing, canning, refrigerating).

Learning Activities	Teacher Resources
1. With the teacher as leader, discuss many different methods of food preparation. Divide these into two categories -- raw foods and cooked foods. List the terms used under the proper category, as the children mention terms, on the chalkboard. You should have results similar to: Raw Foods: peeled, chopped, sliced, etc. Cooked Foods: boiled, fried, baked, etc Definitions should be given for each term.	1. Chalkboard
2. Explain to the class that they will work with a very versatile food, which is almost always eaten cooked. Show a potato. Allow the helpers to peel several and discuss peeling. Explain that you	2. 1 small potato per child, knives, peeler, skillet and oil, crock pot for baking. Butter or margarine.

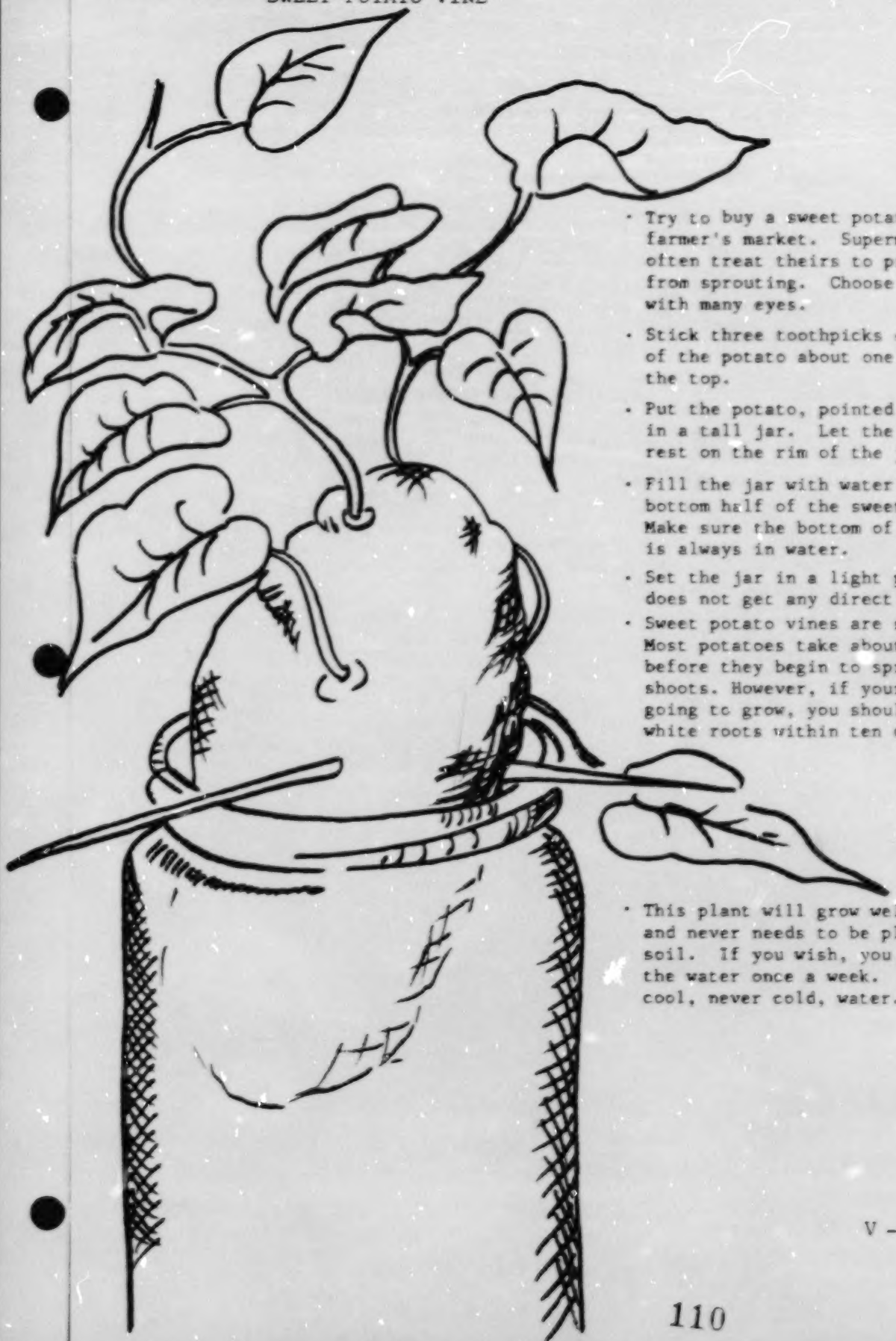
Concept V	Food production and sanitation affects food quality.
Sub-Concept B	Identify food in various forms. Understand simple steps in processing and transporting cost.

Learning Activities	Teacher Resources
will bake some potatoes in the slow cooker and fry some in the skillet. The class will taste the fried potatoes -- ask what we usually call them -- and that later in the day, they will taste the baked potatoes.	
3. a. Have the students write a short description of how each potato was prepared. (Leave all of the food preparation words on the chalkboard). b. Draw or cut pictures of foods eaten raw, cooked, or both ways. Classify in a collage on each kind. c. Add food preparation words to the spelling test. d. Use food preparation in language lessons. e. Make a turnip planter or sprout a sweet potato to take home.	3. Resource: Activity V-B-3e.
4. Using the food models from dairy council, collect all the meat foods. Have the students classify them according to the method of preparation , such as fried, baked, boiled, etc. After this has been done, make a chalkboard list of terms which apply to these foods.	
5. Have the class list all the ways they have ever tasted eggs. Add any which have been omitted. Prepare deviled eggs in a quantity which would provide each child with one-half egg. Discuss the steps of preparation as a sequencing exercise.	5. 1 egg for every 2 children in the room. Salad dressing, bowl, spoons, knife, blender, if desired, paper napkins and salt.

Concept V	Food production and sanitation affects food quality.
Sub-Concept B	Identify food in various forms. Understand simple steps in processing and transporting cost.

Learning Activities	Teacher Resources
6. Children make bulletin board showing ways of preserving foods. Cut pictures from magazines.	
7. Have Food Service Personnel make yeast rolls or bread for the students to see how bread is processed.	
8. Have children bring a toy vehicle from home. Set up a table letting children label what "might" be transported in that vehicle.	
9. Take a fieldtrip to a supermarket and have the butcher demonstrate cutting beef and chicken. Let them watch it being washed, dried, wrapped, weighed and priced.	9. Community.
10. Let students watch and listen to filmstrip "Beginning Concepts - People Who Work - I, "Bake a Batch of Bread."	10. Beginning Concepts - People... Scholastic Magazines, Inc. 904 Sylvan Avenue, New Jersey 07632.

SWEET POTATO VINE



- Try to buy a sweet potato from a farmer's market. Supermarkets often treat theirs to prevent them from sprouting. Choose a potato with many eyes.
- Stick three toothpicks on the sides of the potato about one inch below the top.
- Put the potato, pointed end down, in a tall jar. Let the toothpicks rest on the rim of the jar.
- Fill the jar with water to cover the bottom half of the sweet potato. Make sure the bottom of the potato is always in water.
- Set the jar in a light place that does not get any direct sun.
- Sweet potato vines are slow starters. Most potatoes take about six weeks before they begin to sprout green shoots. However, if your potato is going to grow, you should see tiny white roots within ten days.
- This plant will grow well in water and never needs to be planted in soil. If you wish, you may change the water once a week. Always use cool, never cold, water.

SWEET POTATO VINE

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This plant will grow well in water and never need to be planted in soil. If you wish, you may change the water once a week. Always use cool, never cold, water.

Concept V	Food production and sanitation affects food quality.
Sub-Concept C	Recognize that clean food is necessary for safety. Be aware of peer pressure on selecting a place to eat.
Learner Outcome	The students learn that food must be clean and fresh (not spoiled) to be eaten. Students learn that mealtime should be fun and happy time.
Behavioral Objective	Students make a conscious effort to wash hands before eating and after visiting the restroom. Student should be happy and enjoy eating experiences.
Measurement	Each child will demonstrate that he/she knows that spoiled foods are not fresh-smelling and unwashed foods are not clean by choosing the foods he/she could eat by pointing to them.

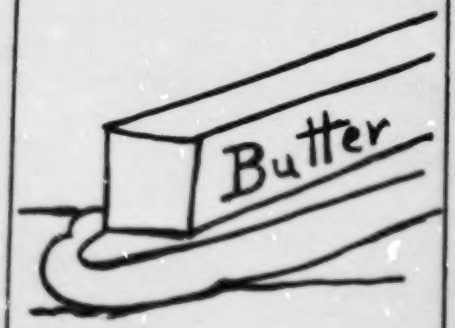
Learning Activities	Teacher Resources
1. Each child will learn that certain foods spoil faster than others by leaving on the windowsill dried fruit, fresh whole fruit, saltine crackers, dried salted meat (e.g. beef jerky), uncovered milk and a hot dog. Check them daily for spoilage.	1. Resource: Activity V-C-1
2. Each child will learn how fruits and vegetables can be cleansed by scrubbing and rinsing a piece of carrot, a stalk of celery, an apple, a cucumber, and a leaf of lettuce and looking at the amount of dirt in the washing water. (Two children can work together with vegetable pieces, brush, and a bowl of water).	
3. Given smelling jars containing fresh milk, hamburger and rice, as well as spoiled hamburger and rice. Each student will learn to recognize spoiled foods through the sense of smell by choosing the jars that have an unpleasant odor when asked to by the teacher.	

Concept V	Food production and sanitation affects food quality.
Sub-Concept C	Recognize that clean food is necessary for safety. Be aware of peer pressure on selecting a place to eat.

Learning Activities	Teacher Resources
(The teacher needs to explain that the nose can help to tell spoiled foods from fresh foods.)	
4. Each student will learn that food will spoil when left uncovered in the open and at room temperature by leaving a piece of bread on the windowsill and examining it a few days later. (Sprinkle water on the bread twice a day because mold needs a damp, warm environment in which to grow.)	
5. Why should we wash our hands? Did you wash before you ate? After using the bathroom? Stress the importance of washing hands when preparing food, before eating and after going to the bathroom.	5. Your Health p. 8-9.
6. Show filmstrip-"Cleaning Up. Discuss	6. "Cleaning Up" - Being Healthy Series - Eye Gate Series.
7. Show and discuss Study Print #1.	7. What We Do Day by Day-Study Print #1, National Dairy Council.
8. Practice Hand Washing Procedures whenever preparing foods in the classroom.	
9. Have students talk about what they like to talk about at mealtime. Ask questions about good and bad situations so children can see that a happy meal-time is the best.	
10. Take a survey of students favorite places to eat. Let students conduct the survey and get the totals. Make a board displaying the results.	

CIRCLE FOODS NEEDING REFRIGERATION

Chicken



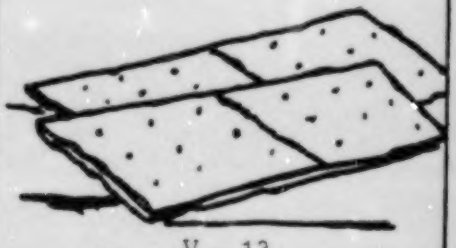
Fish

Potato

Green Beans

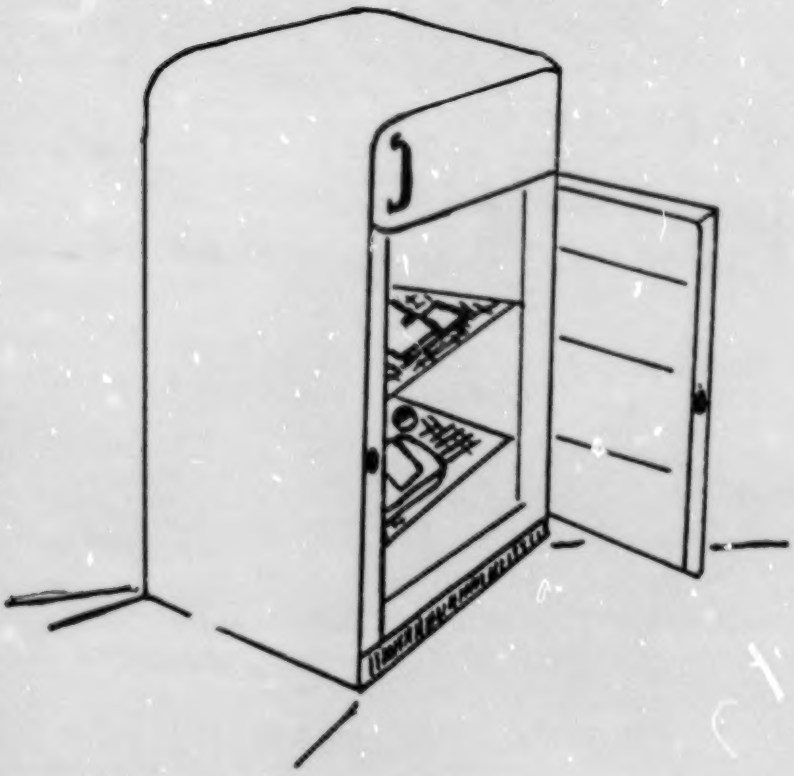
Mushrooms

Cookies


V - 13

Crackers

DRAW LINES TO PUT FOOD WHERE IT BELONGS



V - 14

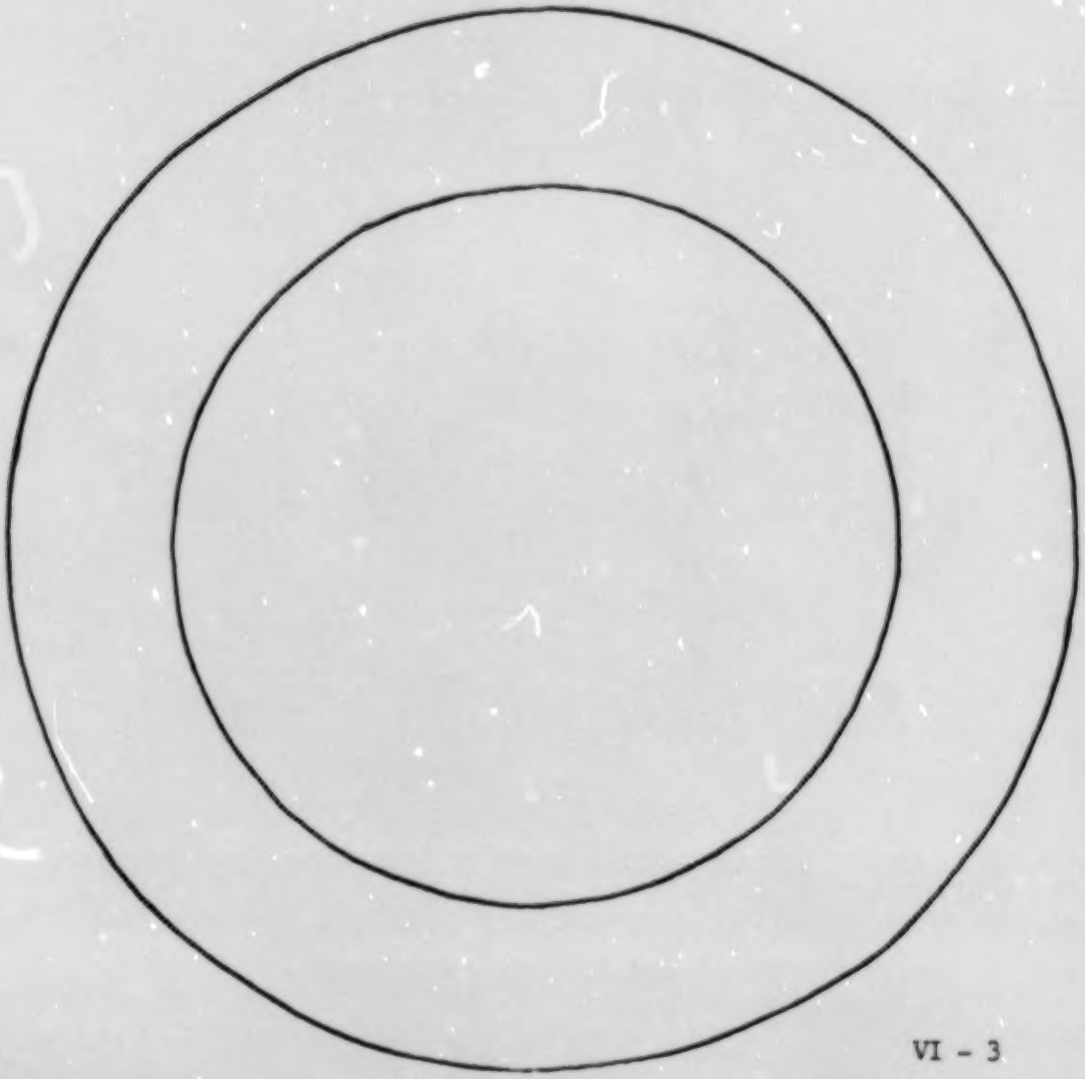
CONCEPT VI

EATING IS A BEHAVIORAL ACTIVITY WHICH AFFECT INDIVIDUALS SOCIALLY, EMOTIONALLY AND PHYSIOLOGICALLY

Concept VI	Eating is a behavioral activity which affect individuals socially, emotionally, and physiologically.
Sub-Concept A	Recognize manners appropriate for home and school. Practice table manners, good food habits and good citizenship.
Learner Outcome	Students learn they need to consider others at mealtime.
Behavioral Objective	Children practice good manners, act as helpers host, hostesses and practice good food habits.
Measurement	Behavior, conversation and good manners are evaluated by the teacher of each student, individually and as a group. Also each student's cooperation during clean-up is observed.

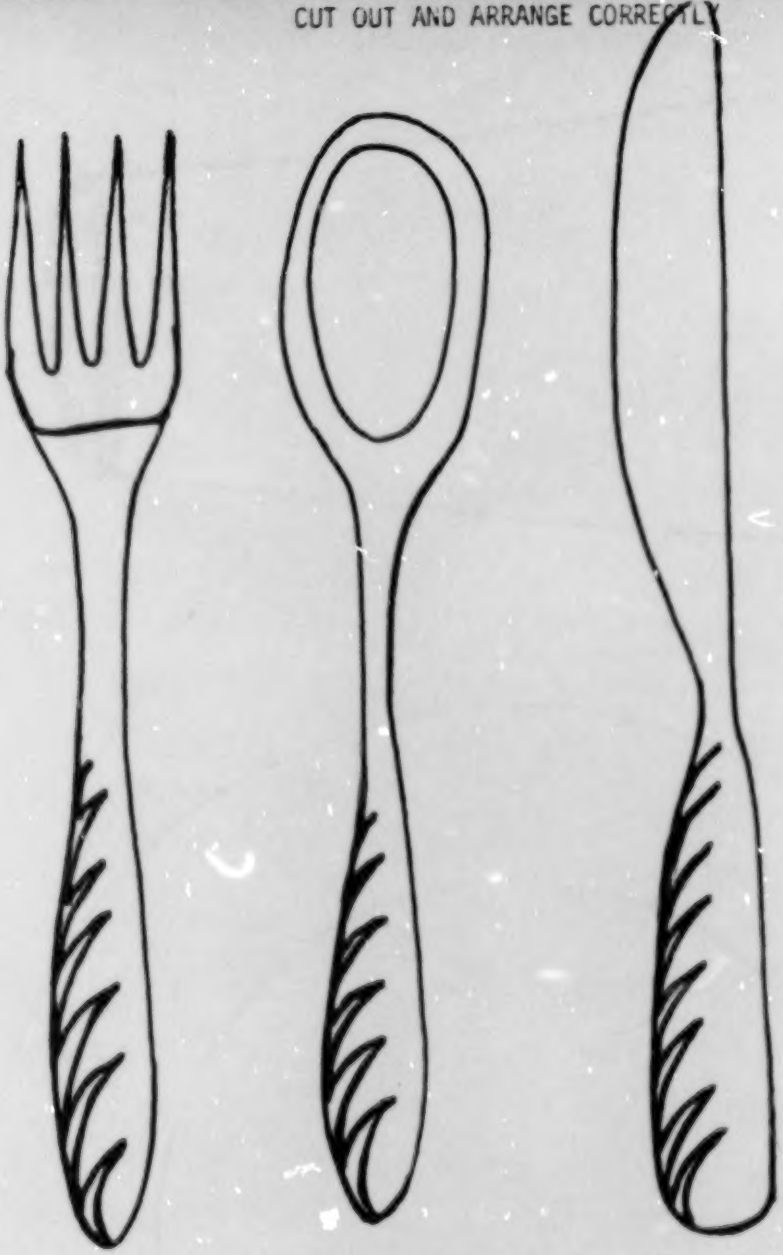
Learning Activities	Teacher Resources
1. Place children into groups of four. Have them set the table using paper plates, plastic forks, and paper napkins.	1. "Balanced Meals" by Instructo (Place Setting). Resources: Activity VI-A-1.
2. Students will demonstrate the proper use of eating utensils, good manners and social graces while eating.	
3. Each child will show that he/she can demonstrate pleasant behavior at mealtimes.	
4. Have children discuss how they should act in the school cafeteria.	
5. Ask students if table manners should be different at home/ school/eating in a restaurant.	
6. Role play situations involving food where good manners contribute to the pleasure associated with the experience. For example, pass around cookies on a plate, discuss how many cookies one should take in order to allow enough cookies for others.	6. Carle, E., "The Very Hungry Catepillar". Collins World. Leaf, M., "Manners Can be Fun."

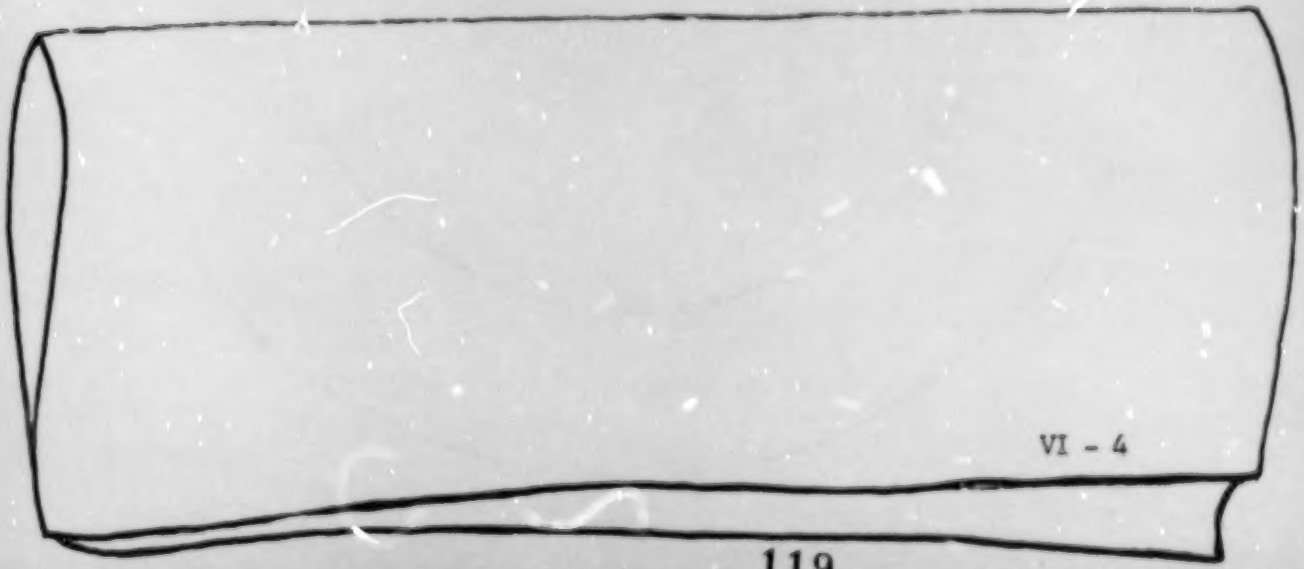
CUT OUT AND ARRANGE CORRECTLY



VI - 3

CUT OUT AND ARRANGE CORRECTLY





VI - 4

Concept VI	Eating is a behavioral activity which affect individuals socially, emotionally, and physiologically.
Sub-Concept B	Contribute to the appearance of the school cafeteria.
Learner Outcome	Students become aware that a pleasant and attractive atmosphere makes mealtime a nicer experience.
Behavioral Objective	Children consciously make the cafeteria neat and clean.
Measurement	Let students draw pictures of how they want their cafeteria to look (picture should be neat, clean and attractively decorated).

Learning Activities	Teacher Resources
1. Discuss with the class how the school lunchroom should look. It should be clean, attractive, and uncrowded. The atmosphere should be calm and voices should be at a moderate level. Have students visit lunchroom before and after lunch; draw pictures -- before and after.	1. Cafeteria.
2. Have students make a centerpiece for their table in the cafeteria. Let them carry it to the cafeteria each day. Make new ones when desired.	2. Art materials as needed for projects.
3. Discuss table manners. Be courteous and considerate of others; eat slowly; try at least some of each food; chew with mouth closed; keep area clean; talk softly to neighbor.	3. Cafeteria.
4. Let students make a collage from magazines pictures of people eating at home, school, picnic, etc..	4. Magazine
5. Talk about how "big and helpful" they could feel by setting the table for their family. Use paper plates, toy flatware with napkins and let each child set a place setting.	5. Paper plates, toy (plastic) flatware, napkins.

Write a menu for lunch: Then put the foods in the appropriate boxes below.....

Milk Group	Meat Group
F. & V. Group	B. & C. Group

Other

Five Day Lunch Diary

Monday

Tuesday

Wednesday

Thursday

Friday

Which days had balanced meals?

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SUPPLEMENTARY MATERIALS

SUSAN MAKES A SANDWICH

Susan is going to make a great peanut butter sandwich. She washes her hands. She gets bread, peanut butter and a knife. She spreads the peanut butter evenly on the bread. She puts the peanut butter away. She pours some milk. She knows that peanut butter is so much better for her if she has milk with it.

After she eats she cleans up the kitchen for her Mother.

Turn your paper upside down and find out how well you learned

---

Can you make a peanut butter sandwich? Why do you need milk to go with peanut butter?

Here are the things that Susan did. Number them in the order in which she did them.

_____ Spreads the peanut butter
_____ Puts the peanut butter away
_____ Eats the sandwich
_____ Gets out bread, peanut butter and knife
_____ Cleans up
_____ Washes her hands
_____ Pours milk

INITIAL CONSONANT SOUNDS/NUTRITION
UNDERSTANDING VERBS

Fill in the blank with an action word which begins with the same sound as the food word.

EXAMPLE:

1. "A" is apple pie. I ate it.
2. "B" is blueberry shortcake. I _____ it.
3. "C" is an orange carrot. I _____ it.
4. "D" is a doughnut. I _____ it.
5. "F" is a fish stick. I _____ it.
6. "G" is a grapefruit. I _____ it.
7. "H" is a ham. I _____ it.
8. "J" is juice. I _____ it.
9. "K" is kale. I _____ it.
10. "L" is a lemon. I _____ it.
11. "M" is a milk shake. I _____ it.
12. "N" is noodles. I _____ it.
13. "P" is a pear. I _____ it.
14. "Q" is quince. I _____ it.
15. "R" is a roast. I _____ it
16. "S" is a salad. I _____ it.
17. "T" is a tomato. I _____ it
18. "V" is a vegetable. I _____ it
19 "W" is a watermelon. I _____ it.

Basic Skills - Reading/Nutrition

Choose the "nutrition" word in each box.

every energy electric	promote protein period	violin vitamins voice
balloon beast balance	strong string strike	makes mail meals
pants plants praise	mints mast meats	fruits fringe freeze
vermin vegetables velvet	malt mirror milk	healthy hairy happy

S-R-3

Susan and Joey were excited. They were going out to eat. Mother and Daddy would let them choose anything they wanted for dinner.

Susan chose steak with a baked potato, salad, rolls and milk. Joey chose a pizza with cole slaw and ice cream.

Both children chose a balanced meal. Mother and Daddy were pleased.

Underline the correct answer.

1. Susan chose: steak, chops, hamburger
2. Joey chose: sandwich, hot dog, pizza
3. Susan had milk, Joey had: ice cream, cheese, juice
4. They ate: breakfast, lunch, dinner
5. Mother and Daddy were: mad, pleased, unhappy

Basic Skills - Reading/Nutrition

Can you answer the riddles? Draw a picture of the answer and write the word.

1. I grow on a tree.
   I am good to eat.
   I make a good pie.
   I am red. I am a ___ ___ ___ ___ ___ ___

2. I am a fruit.
   My taste is sweet.
   I grow on trees.
   I am good to eat I am a ___ ___ ___ ___ ___

3. My taste is sweet.
   My color is white.
   My food helps you grow.
   By day and night. I am ___ ___ ___ ___

4. My color is brown.
   I come from an animal.
   I am in the meat group.
   I help you play and have fun. I am ___ ___ ___ ___ ___ ___ ___

Basic Skills - Reading/Nutrition

Divide these words into syllables.

1. dessert _____
2. chicken _____
3. sausage _____
4. almonds _____
5. coconut _____
6. asparagus _____
7. cabbage _____
8. broccoli _____
9. cucumber _____
10. potato _____
11. pumpkin _____
12. radish _____
13. raisins _____
14. carrot _____
15. butter _____

COMPOUND WORDS GRADE 2

Divide these compound words into the original words.

1. watermelon _____ _____
2. popcorn _____ _____
3. meatball _____ _____
4. frankfurter _____ _____
5. doughnuts _____ _____
6. cornmeal _____ _____
7. gingerbread _____ _____
8. buckwheat _____ _____
9. wholewheat _____ _____
10. grapefruit _____ _____
11. butterbean _____ _____
12. swordfish _____ _____

Can you unscramble these nonsense words and put them back together as compound words?

NONSENSE WORDS	COMPOUND WORDS
waterbread	_____
grapewheat	_____
swordball	_____
buttermelon	_____
frankbeans	_____
gingerfish	_____
popfruit	_____
wholenuts	_____
buckfruter	_____
cornmeat	_____
doughmeal	_____

S R 7

Basic Skills - Reading/Nutrition

Try different kinds of fruits

of fruits for flavor and color.

MATCH THE FRUIT TO THE COLOR

Apple, orange, banana, grapes, cantaloupe
honeydew melon, watermelon, strawberry,
grapefruit, lemon, kiwi, orange,
pumpkin, cherry, apricot, pear, peach.

RED	ORANGE	YELLOW	GREEN
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

CLASSIFYING GRADE 2

A Matter of Taste

What does your tongue like the most?
Chewy meat or crunchy toast?
A lumpy, bumpy pickle or a tickly pop?
A soft marshmallow or a hard lime drop?

Hot pancakes or a sherbert freeze
Celery moise or quiet cheese?
Or do you like pizza
More than any of these?

List

Hard foods	Soft foods
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

S-R-9

ALPHABATIZING GRADE 2

Basic Skills - Reading/Nutrition

Put the following words in A-B-C order.

1.	chicken	1. _____
2.	tangerine	2. _____
3.	figs	3. _____
4.	turnip	4. _____
5.	coconut	5. _____
6.	cranberry	6. _____
7.	salami	7. _____
8.	cashews	8. _____
9.	shrimp	9. _____
10.	juice	10. _____
11.	tomato	11. _____
12.	fruit	12. _____

Put the following words in A-B-C order.

1. macaroni 1. _____
2. cracker 2. _____
3. apple 3. _____
4. rice 4. _____
5. waffle 5. _____
6. tortilla 6. _____
7. salad 7. _____
8. veal 8. _____
9. prune 9. _____
10. lemon 10. _____
11. fish 11. _____
12. beef 12. _____

Basic Skills - Reading/Nutrition

Draw a line from the root word on the left to the word on the right which makes it a compound word.

pine	sauce
ham	fruit
apple	apple
black	burger
grape	melon
water	berry
ginger	bread

Write all the compound words.

INITIAL CONSONANT SOUNDS GRADE 2

Basic Skills - Reading/Nutrition

Mark those words with the same beginning sound. Blends/ Diagraphs

chicken	cabbage	cheese	spinach	sponge	stir
prunes	pretzel	pie	clams	clothes	chips
greens	goat	grapes	chili	cashews	chocolate
whey	wheat	waffle	sprouts	spring	straw
shrimp	salami	sherbet	bluefish	banana	blackberry
bread	biscuit	brownie	cherry	cranberry	cracker
fruit	fish	freeze	broccoli	berry	branch
squash	square	span	steak	stew	soup

S-R-13

Give the dictionary respellings for these words:

1. apricot_____
2. tangerine_____
3. raspberry_____
4. rhubarb_____
5. papaya_____
6. avocado_____
7. hominy_____
8. barbecue_____
9. tapioca_____
10. yogurt_____
11. oyster_____
12. parsley_____

Which of the numbered words above means:

_____ a method of cooking meat group foods

_____ an ocean animal which makes pearls

_____ a food made from fermented milk

_____ a small fruit which looks like a peach

_____ a food made from corn

_____ a fruit from the South Seas islands

DEFINITIONS GRADE 2

Fill in the blanks with the correct word.

Milk	Cereal	Mutton
Vegetables	Beef	Poultry
Fruits	Pork	Plants
Bread	Fish	

1. A by-product of cows is _____.
2. A food we get from oceans is _____.
3. A food made from flour is _____.
4. The meat from pigs is _____.
5. A green salad is made from _____.
6. The meat from cattle is _____.
7. Foods which grow on trees are usually _____.
8. Meat from sheep is called _____.
9. Strawberries grow on _____.
10. The chicken and turkey are _____ foods.

Fill in the blank with the correct word.

1. Be sure to _____ the carrot.
   peel hold rub

2. In the middle of the apple were_____.
   holes seeds leaves

3. Vitamins help us to heal when we are_____.
   cut chased unhappy

4. Meat food have_____ protein.
   juicy much fuzzy

5. Energy foods make us_____.
   fall go sick

6. Healthy kids eat_____meals.
   several heavy balanced

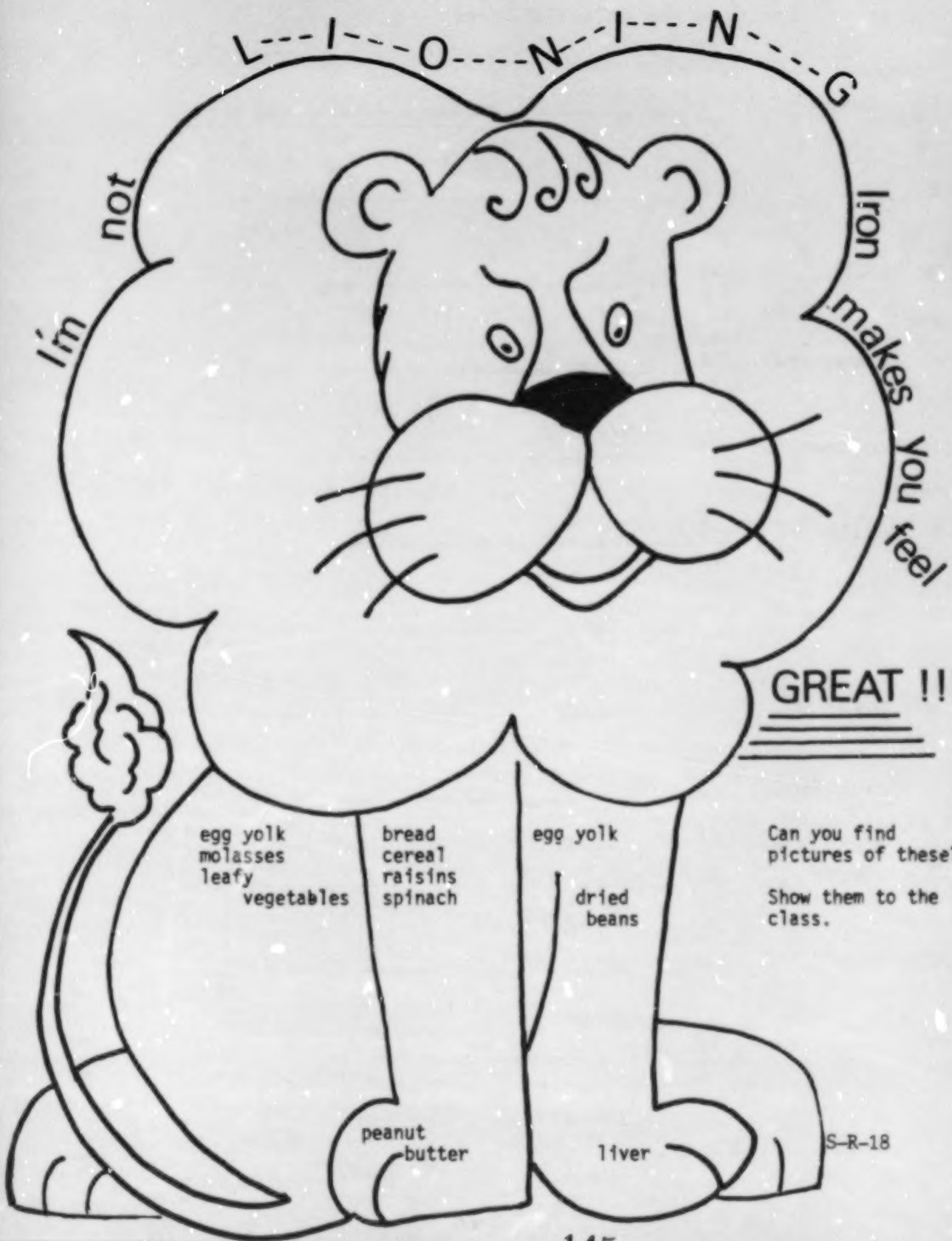
Basic Skills - Reading/Nutrition

Put the following words in A-B-C order.

1. cheese 1. _____
2. carrot 2. _____
3. cream 3. _____
4. cucumbers 4. _____
5. chicken 5. _____
6. chili 6. _____
7. cabbage 7. _____
8. corn 8. _____
9. cauliflower 9. _____
10. cherry 10. _____
11. cake 11. _____
12. cranberry 12. _____

S-R-17

Minerals


L---I---O---N---I---N---G
I'm not
iron makes you feel
GREAT !!!
egg yolk
molasses
leafy
vegetables
bread
cereal
raisins
spinach
egg yolk
dried
beans
peanut
butter
liver
Can you find
pictures of these?
Show them to the
class.
S-R-18

Susan has a new friend. Her friend is Josey. Josey is Susan's new neighbor. Josey is not as healthy as Susan. She cannot run or play for a long time. She gets tired very easily.

Susan has told Josey about the energy foods from the bread and cereal group. She hopes that Josey will eat these foods for energy. She needs them at breakfast for fuel during the day.

Susan hopes that Josey will become strong and healthy so they can play together.

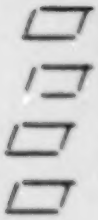
Turn your paper upside down and see if you remember the story of Susan and Josey.

Answer these questions about the story. Circle the answer

1. Josey is: unhealthy strong healthy
2. Susan hopes she will eat: energy food glow food more food
3. Josey needs energy at: breakfast lunch snacks.
4. Susan wants her to be: good healthy pretty.
5. Energy foods are for: fuel pretty hair strong teeth.

Check up on yourself: If you got 5 right- you made 100 (good for yo
If you got 4 right- you made 80 (pretty good
If you got 3 right- you made 60 (not so good
If you got 2 right- you made 40 (start over)
If you got 1 right- you made 20 (not so good
If you missed them all- you didn't read it!!!

1. Have you ever made a hot dog? Here are the steps for making a hot dog. Can you number them in order?



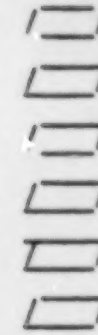
Heat the weiners.

Put mustard on the bun.

Put weiners on buns

Get out buns and weiners

2. Have you ever made instant pudding? Here are the steps for making instant pudding. Can you number them in order?



Beat ingredients with a spoon

Get pudding mix and milk

Pour pudding into small bowls

Eat the pudding

Put ingredients in a bowl

Clean up the mess

DEFINITIONS GRADE 2

Here are some nutrition words. Write each word on the blank of the definition which best describes the word.

ice cream juice tortilla popcorn

onion cottage cheese oatmeal frankfruter

chirizo sausage pear

1. _____ a green fruit.

2. _____ Little Miss Muffett ate it.

3. _____ it makes a hot dog.

4. _____ it burns your mouth.

5. _____ it is frozen.

6. _____ it makes noise cooking.

7. _____ it is make of grain.

8. _____ it is a taco shell.

9. _____ it is a hot sausage.

S-R-21

10. _____ it is squeezed from fruit.

Basic Skills - Reading/Nutrition Minerals (Calcium)

How are your bones and teeth?

Clancy Calcium, I want you to meet!

Food with calcium makes you strong!

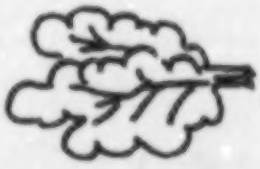
Eating these you can't go wrong!!!!

— — eese

— ilk

cust — rd

yog — — rt



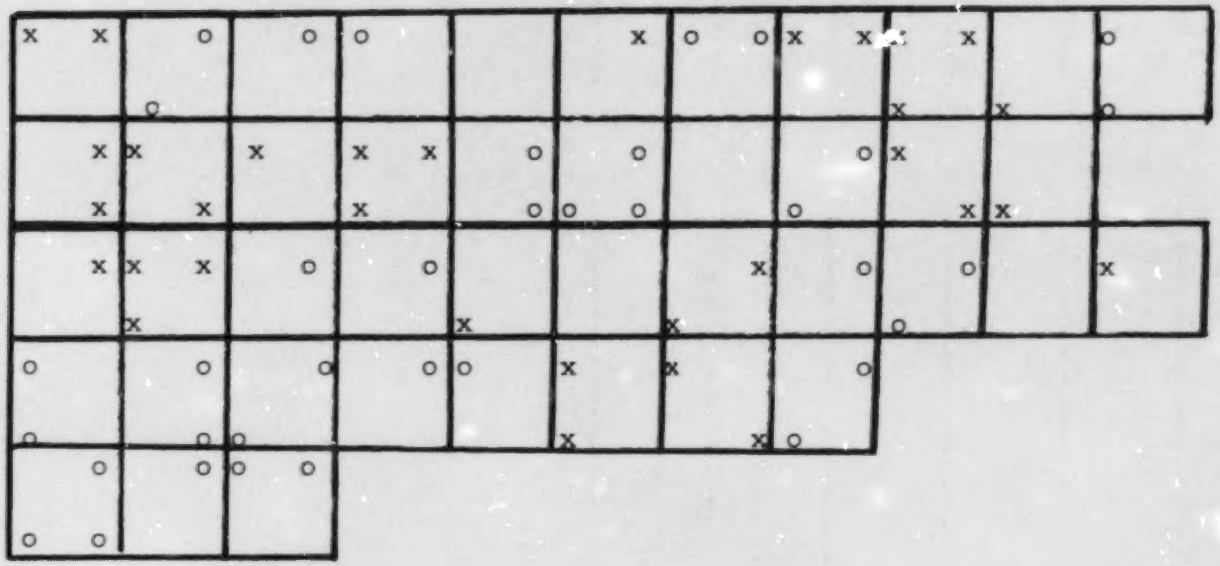
— — eens

ice — — eam

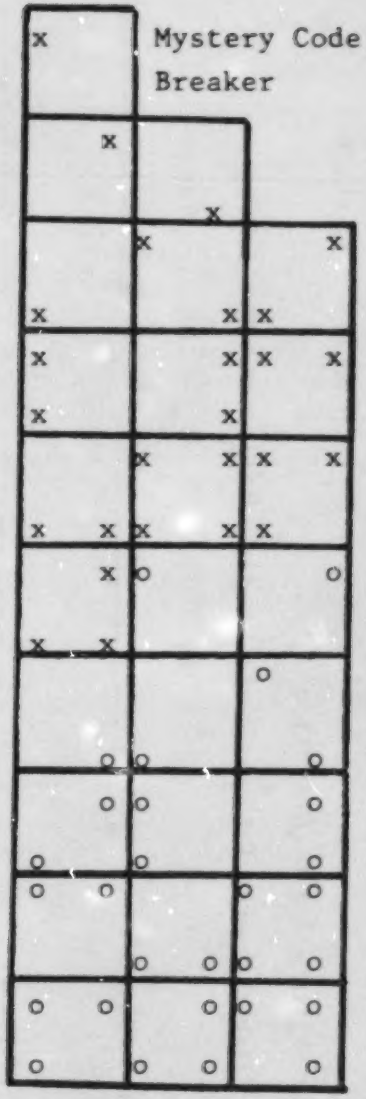
Butter — — ilk

Decoding Grade 2

What mineral is in the hidden message?



S-R-23



Mystery Code Breaker

SYLLABICATION GRADE 2

Basic Skills - Reading/Nutrition

Divide the words into syllables and give dictionary respellings.

1. Protein _____ _____

2. Energy _____ _____

3. Breakfast _____ _____

4. Future _____ _____

5. Vitamin _____ _____

6. Nutrition _____ _____

7. Senses _____ _____

8. Muscles _____ _____

9. Habit _____ _____

Grade 2

Word Perception

Divide the word.

Match each word with a picture.

Write the number of the word on the line.

1. pumpkin
2. carrot
3. bacon
4. banana
5. potato
6. turnips
7. peanut
8. pineapple
9. apple
10. cereal

Write a rhyming word for each of these foods.

nut_____ fig_____

bean_____ ham_____

bread_____ lime_____

cake_____ oats_____

cheese_____ clam_____

pickle_____ rice_____

corn_____ fish_____

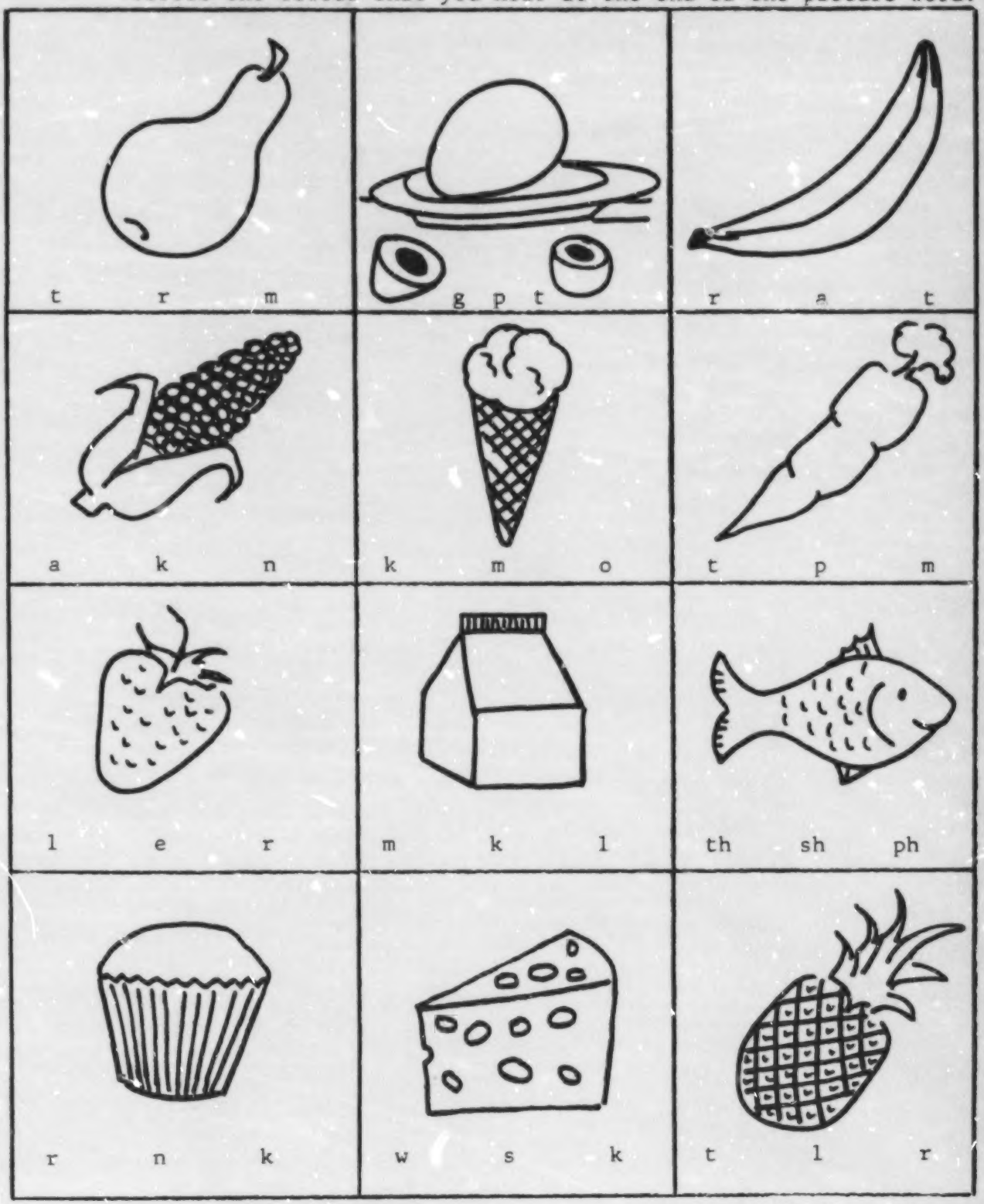
egg_____ fish_____

Put each food written above in the correct food group.

Meat	Fruit/Vegetable	Bread/Cereal	Milk

Basic Skills - Reading/Nutrition

Circle the letter that you hear at the end of the picture word.



S-R-27

Basic Skills - Reading/Nutrition

See if you can unscramble all these nutritious foods.

MEAT GROUP	FRUIT AND VEGETABLE GROUP
keast	plpea
hfsi	rpae
rkpo	mnloe
vrile	noino
hknciec	nsbea

BREAD AND CEREAL GROUP	MILK GROUP
ffnium	cei raecm
toas	link ehska
scubist	imki
stoat	euehce
ckpaaesn	hto oltechoca

USING THE WORDS YOU UNSCRAMBLED, MAKE A MENU FOR A GOOD LUNCH. BE SURE THAT YOU HAVE A BALANCED MEAL.

Basic Skills - Language Arts/Nutrition Vitamin C

Draw a line to match picture and word name. Color the picture.

Broccoli

peas

orange

cabbage

potato

seed

root

fruit

seed

leaf

S-L-1

Basic Skills - Language Arts/Nutrition

N	U	X	F	S	I	C	P	O	T	A	T	O
O	I	K	J	N	Q	N	I	K	U	G	P	V
D	W	T	C	U	C	U	M	B	E	R	H	B
T	G	B	M	P	R	C	A	B	B	A	G	E
O	N	C	O	N	P	I	X	S	M	T	W	A
K	J	D	L	A	K	D	W	I	H	X	L	N
R	S	A	S	M	L	F	M	P	E	E	Y	O
A	G	X	P	D	E	L	V	W	C	B	K	F
O	Q	W	I	J	T	C	T	N	R	A	P	D
V	P	U	N	E	T	L	R	A	D	I	S	H
F	Y	G	A	N	U	O	I	V	X	M	L	G
Y	U	S	C	T	C	X	R	G	B	T	R	S
B	L	M	H	V	E	J	C	A	R	R	O	T

CIRCLE THE HIDDEN VEGETABLE WORDS IN THE LETTERED SQUARES.

1. Onion
2. Squash
3. Cabbage
4. Bean
5. Okra
6. Carrot
7. Lettuce
8. Radish
9. Cucumber
10. Corn
11. Spinach
12. Potato

Grade 2

Basic Skills - Language Arts/Nutrition

Fruits and Vegetables

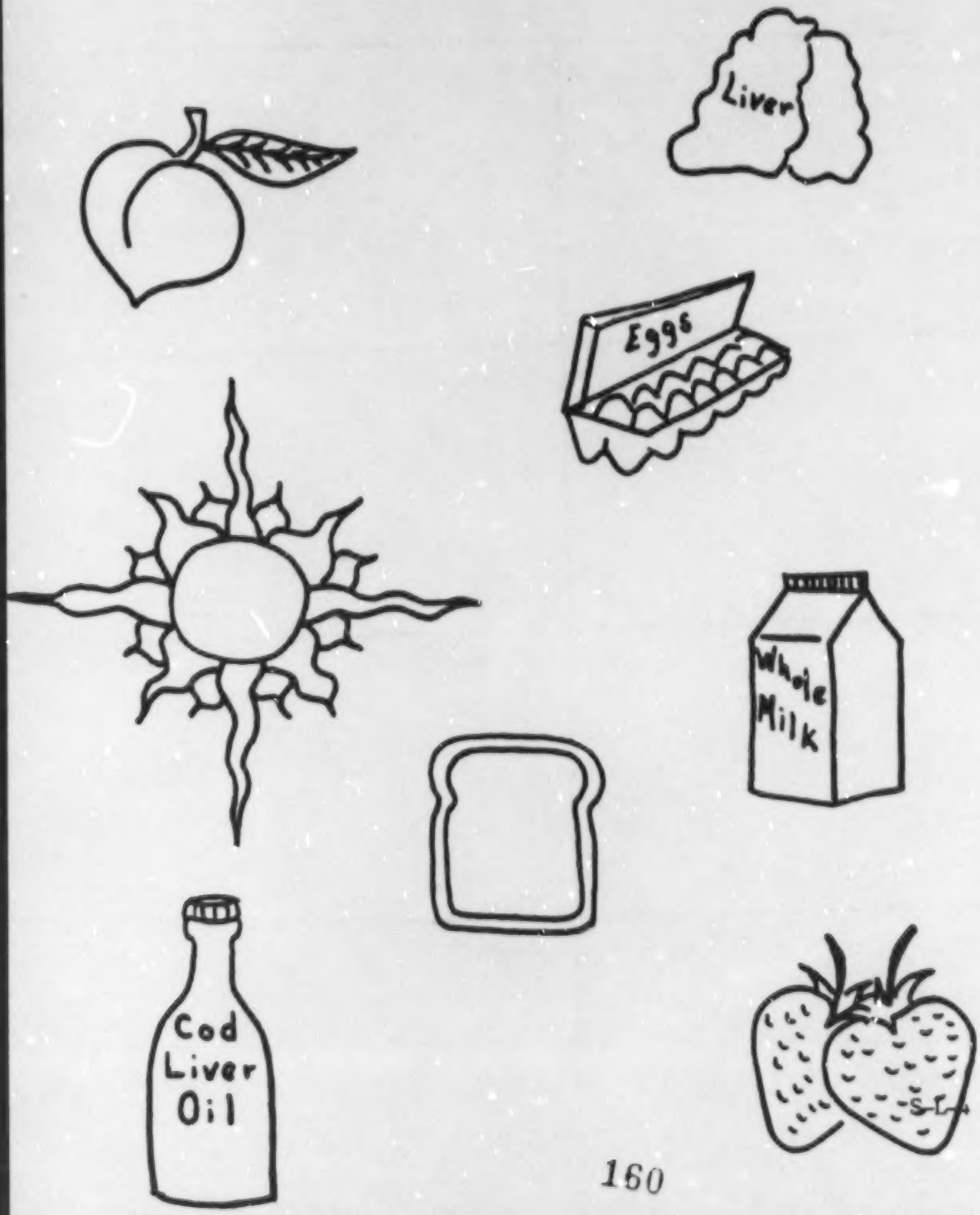
Draw and color a picture for each word. Then write a sentence using the word.

Be sure to use correct punctuation.

Cucumber	Pear
Watermelon	Potato
Squash	Tomato
Cauliflower	Banana

Basic Skills - Language Arts/Nutrition

Color the Vitamin D sources only.



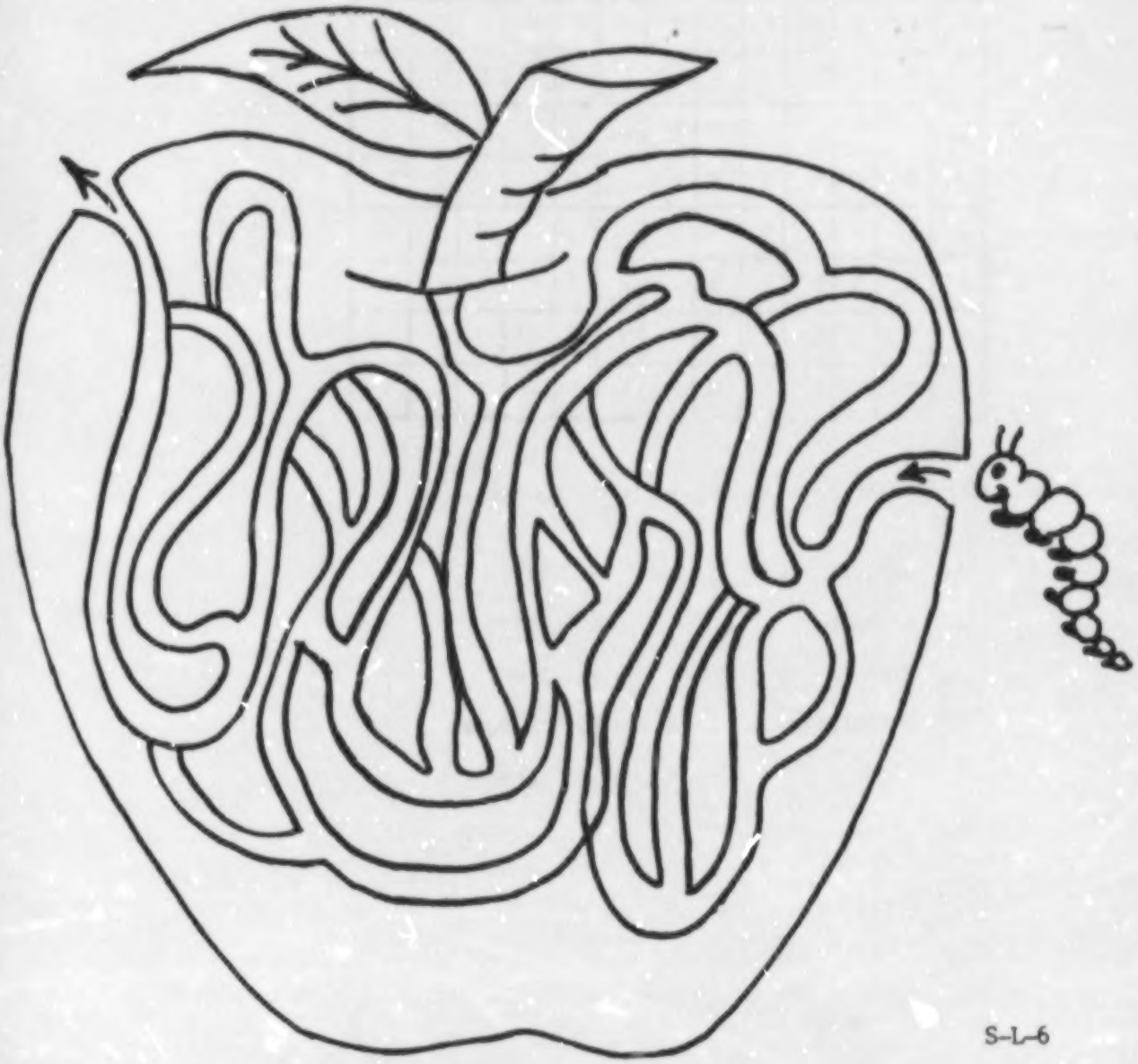
Y	Z	L	M	I	T	O	W	L	D	A	P	Y
G	R	A	P	E	F	R	U	I	T	S	M	V
C	P	O	V	Z	L	F	R	M	K	E	G	S
P	E	I	H	C	G	Y	S	E	C	V	L	X
H	A	R	N	H	I	T	G	R	A	P	E	T
F	C	K	V	E	G	N	Z	T	B	L	M	N
U	H	C	Q	R	A	L	O	Z	K	U	O	C
E	T	O	I	R	S	P	B	U	Z	M	U	S
H	N	R	O	Y	N	F	P	N	E	F	R	W
C	L	D	U	V	N	U	X	L	U	A	I	Q
B	A	N	A	N	A	D	R	G	E	L	U	K
V	X	A	E	J	K	N	P	P	B	Z	H	R
U	S	T	R	A	W	B	E	R	R	Y	A	S

Circle the Hidden FRUIT words in the lettered squares.

1. orange
2. pineapple
3. pear
4. strawberry
5. lemon
6. peach
7. lime
8. grape
9. plum
10. banana
11. grapefruit
12. cherry

Apple Maze

Color the path of the worm red. His path goes from one side of the apple to the other.



S-L-6

Put these words in A-B-C order.

Meat Group		Fruit / Vegetable Group	
hamburger	_____	squash	_____
sausage	_____	cucumber	_____
weiner	_____	potato	_____
peanuts	_____	lemon	_____
fish	_____	banana	_____
steak	_____	grapefruit	_____

Bread / Cereal Group		Milk Group	
cornbread	_____	cheese	_____
pancake	_____	yogurt	_____
roll	_____	shakes	_____
biscuit	_____	cream	_____
oats	_____	pudding	_____
wheat	_____	custard	_____

S-L-7

Basic Skills - Language Arts/Nutrition

Draw a line from word to word meaning.

Apple	Small, hot, pieces of bread --- good with bacon and eggs.
Cheese	Long, orange vegetables. Rabbits love these.
Egg	Skim milk product. Looks like pudding and comes in several flavors.
Liver	Very good cooked lots of ways. It comes from something that clucks.
Carrots	Good source of iron. We need this at least once a week.
Biscuits	Red and juicy. Grows on a tree.
Yogurt	A milk product. Good by itself or cooked with other foods.

Word Scramble

Meat Group

1. keast
2. hfsi
3. rkpo
4. vrile
5. hknciec

Fruit / Vegetable

1. plpea
2. rpae
3. mnloe
4. noino
5. nsbea

Bread / Cereal

1. ffnium
2. toas
3. scubist
4. stoat
5. ckpaaesn

Milk

1. cei raecm
2. limk ehska
3. lmki
4. esehce
5. hto oltechoca

S-L-8

Word Puzzle

G	H	Y	Z	L	M	C	T	O	P	S	B	A	Y
C	F	E	N	G	C	H	I	C	K	E	N	U	V
D	A	C	R	U	B	D	I	M	F	R	A	N	S
A	I	O	B	E	T	K	C	O	S	R	A	D	L
T	E	A	B	E	Y	Y	W	W	F	I	N	E	R
U	X	L	I	V	E	R	Z	G	K	J	E	R	E
R	A	S	A	H	R	C	R	O	A	I	L	F	O
K	I	B	G	M	L	U	A	B	A	F	X	L	Z
E	S	N	O	M	B	F	G	Z	L	I	S	T	F
Y	E	G	R	M	B	R	U	G	O	S	M	G	P
S	T	E	A	K	Z	O	P	J	P	H	E	S	P
P	U	H	D	C	E	P	R	O	Y	S	H	C	O
S	R	S	J	B	O	L	O	G	N	A	E	G	R
Q	K	P	K	E	I	P	T	B	R	K	O	S	K

Circle the hidden meats or meat foods in the lettered squares.

1. Hamburger
2. Steak
3. Fish
4. Chicken
5. Bologna
6. Weiner
7. Liver
8. Pork
9. Lamb
10. Turkey

S-L-9

Basic Skills - Science/Nutrition

Match (Sources of Vitamins and Minerals)

1. Liver, Lean pork, dried beans, and peas, whole wheat, wheat germ, enriched breads and cereals._____

2. Milk and milk products, liver, hearts, kidneys, eggs, meats, whole-grain, and enriched cereals and bread, green leafy vegetables._____

3. Peanuts, beans, peas, liver, meat, fish, poultry, green vegetables, bread._____

4. Citrus fruits and juices, bright green leafy vegetables, strawberries, cauliflower, melons, potatoes._____

5. Vitamin D Fortified Milk, meat, liver oil, liver, egg yolks._____

6. Fruits, vegetables, milk, meat, eggs, whole grain cereals._____

7. Green leafy vegetables such as Kale and Collards._____

8. Milk and milk products, turnip, spinach, mustard greens, sardines, shellfish._____

9. Starch--corn, potatoes, lima beans, bread, cereal, grains, pastas. Sugar--jams, jellies, preserves, selected fruits._____

10. Oil, shortening, butter, margarine, bacon, visible fat on meat, chocolate, baked goods, nuts, poultry, fish, eggs, salad dressings, dairy products._____

11. Complete--meat, fish, poultry, eggs, Incomplete--dried beans, peas, other legumes _____

12. Whole milk, butter, eggs, liver, kidney, Kale, spinach, collards, carrots, apricots, yellow peaches, and cantaloupe._____

A. Carbohydrates

B. Proteins

C. Vitamin C or Ascorbic Acid

D. Vitamin E

E. Vitamin B1

F. Calcium

G. Niacin

H. Vitamin D (Sunshine Vit)

I. Vitamin B2 (Riboflavin)

J. Fats

K. Vitamin A

L. Vitamin K

Science

Match (Function of vitamins and minerals)

1. Furnishes energy and helps body to use other nutrients. _____
2. Most concentrated form of energy. Needed for healthy skin. _____
3. Builds and repairs all body tissues. Helps in fighting infection. _____
4. Needed for normal vision. Makes healthy outer layer of skin._____
5. Promotes normal appetite and digestion. Needed for healthy nervous system. _____
6. Aids cells to use oxygen. Promotes healthy skin around mouth and nose area. _____
7. Aids certain enzymes in changing foods into energy. _____
8. Prevents infection. _____
9. Prevents rickets. Builds strong bones. Helps ablorb calcium and phosphorus. _____
10. Aids in reproduction. _____
11. Aids in clotting of blood. _____
12. Builds strong bones and teeth. Helps blood clot. Helps muscles and nerves to react normally. _____

A. Vitamin C (Ascorbic Acid)
B. Vitamin D (Sunshine Vitamin)
C. Vitamin K
D. Niacin
E. Vitamin E
F. Protein
G. Carbohydrates
H. Vitamin A
I. Fats
J. Calcium
K. Vitamin B_1 (Thiamin)
L. Vitamin B_2 (Riboflavin)

S-Sc-2

Basic Skills - Math/Nutrition

Objective: Make conversions among pints and quarts, quarts and gallons.

Teaching the Lesson: Have children bring empty cartons and jars to school such as:
Milk container - quart size

Ice Cream Container - quart size

Milk Container - gallon size

Yogurt - pint size

ACTIVITIES:

A. Have children list items they can buy in pint, quart, and gallon sizes.

B. Give the children a number of pint and quart containers. Have the children take turns pouring sand from 4 pints into 2 quarts. Do this again, pouring from 6 pints into 3 quarts.

C. Have the children compare the sizes of several containers, including a gallon and quart, by pouring water from one to the other. Then have a child arrange the containers in order according to size.

Basic Skills - Math/Nutrition

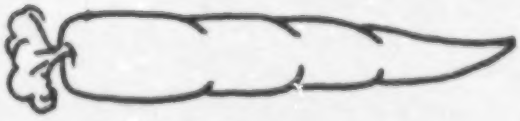
Grade 2

Objective: Measure lengths using a 1 inch ruler, 3 inch ruler, 5 inch ruler, etc.

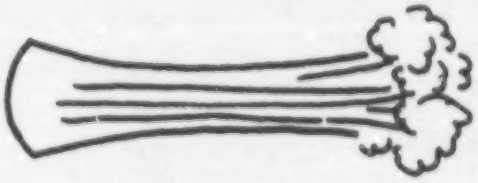
Teaching the Lesson: Materials needed - drawn below

How To Do It: Make inch rulers

Review measuring. Make sure the children remember to place the beginning of the ruler at one end of the vegetable or fruit, lay the ruler along the vegetable, and tell the number of units that match the length of the vegetable. Remind the children to ignore any marks on the inch ruler other than those which indicate the number of inches.



or cut into strips (various sizes)



or cut into strips (various sizes)

measure the peeling

measure the cucumber

S-M-2

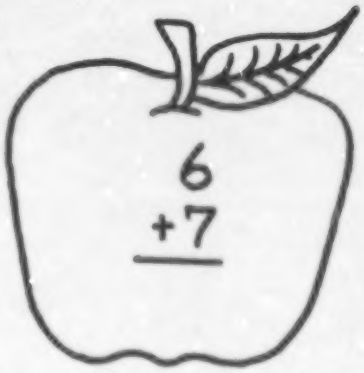
Fill in the squares numbered 1 and you will find a source of protein, just for fun.

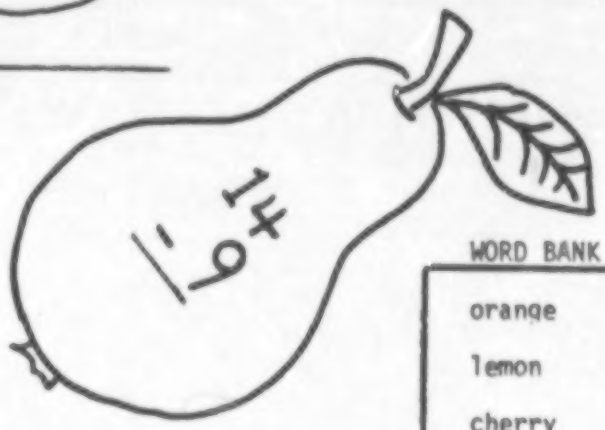
9	4	2	9	8	7	5	0	3	9	6	8	2	3	3	8	7	2	3	9	7
0	1	1	1	1	5	1	1	1	1	4	1	1	1	1	3	1	1	1	1	3
9	1	4	6	1	6	1	7	3	2	6	1	8	2	9	2	1	7	2	3	2
4	1	5	2	1	8	1	5	4	5	8	1	4	8	8	9	1	4	3	7	6
2	1	1	1	1	9	1	1	1	1	3	1	1	1	1	7	1	1	1	5	8
8	1	3	2	1	4	1	8	3	4	7	1	6	7	3	8	1	5	9	9	4
6	1	0	5	1	4	1	9	2	4	2	1	4	5	7	9	1	6	7	8	3
0	1	1	1	1	5	1	1	1	1	3	1	1	1	:	4	1	6	2	3	7
5	3	5	7	4	2	3	4	2	5	6	7	8	9	0	2	4	9	2	3	7

Basic Skills - Math/Nutrition

ADD or SUBTRACT

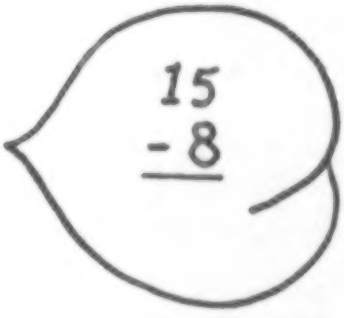
Color and label from word bank.





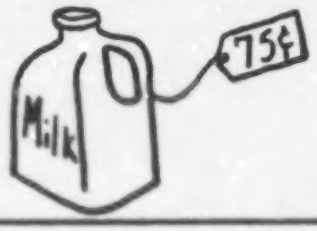
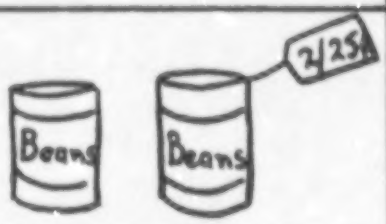
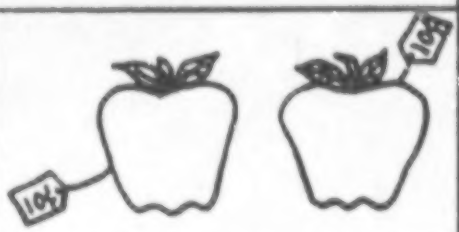
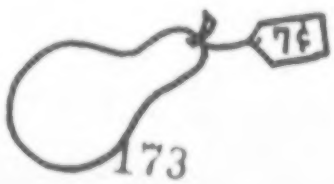
WORD BANK

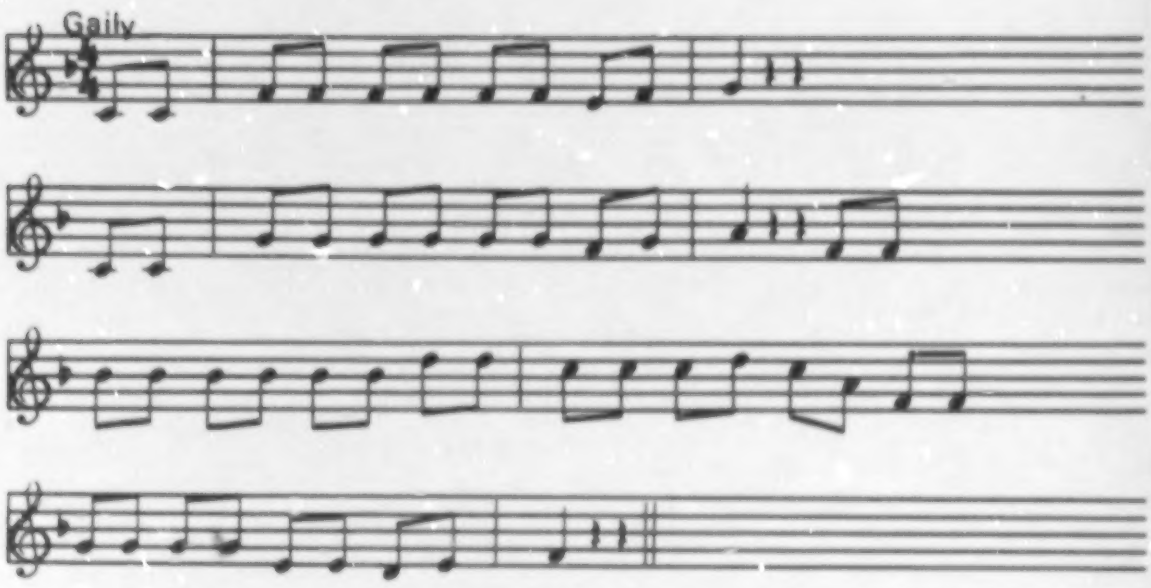
orange
lemon
cherry
tomato
apple
banana
grapes
pear



S-M-4

Basic Skills - Math/Nutrition

I Have	I See	Can I Buy It?
25¢ 10¢ 5¢		YES NO
50¢ 1¢ 1¢		YES NO
10¢ 10¢ 10¢		YES NO
5¢ 5¢ 5¢ 5¢		YES NO
25¢ 1¢ 1¢ 1¢		YES NO
25¢ 25¢ 25¢ 10¢		YES NO
10¢ 5¢ 1¢ 1¢		YES NO

The Basic "4"

If you like the bread and cereals, clap your hands (clap clap)
If you like the bread and cereals, clap your hands (clap clap)
If you like the bread and cereals, then your smile will surely show us
If you like the bread and cereals, clap your hands. (clap clap)

If you like the fruit and vegetables, clap your hands (clap clap)

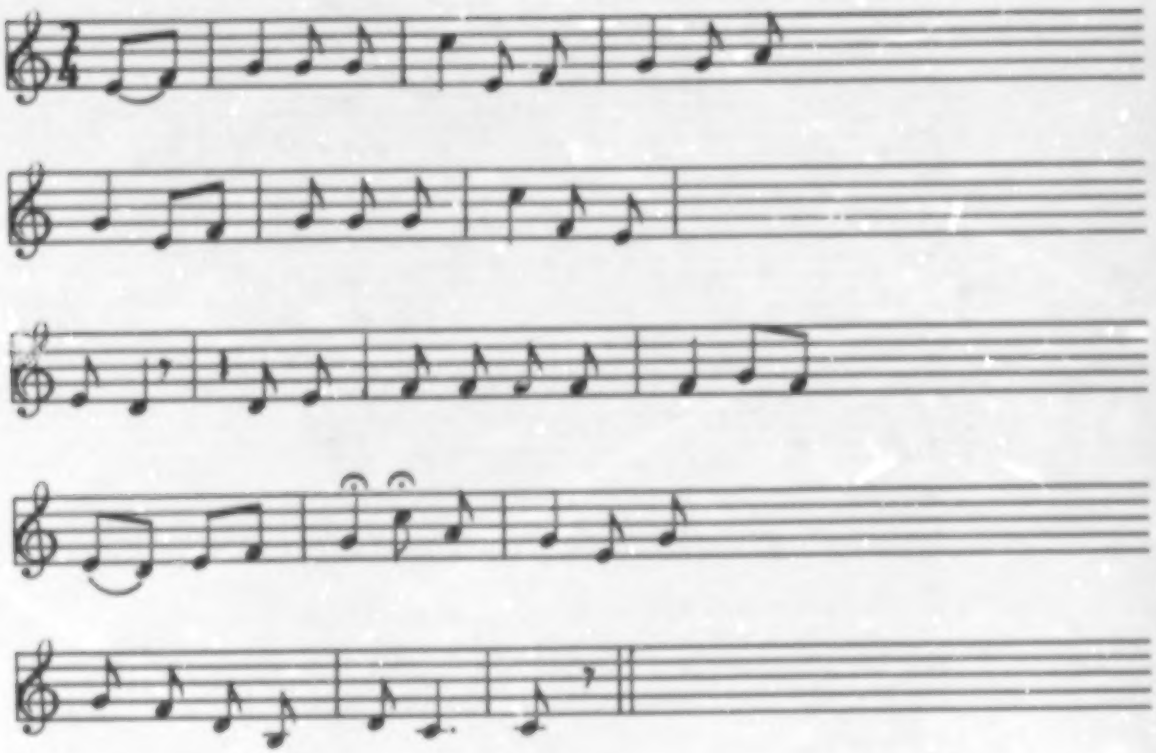
(repeat like verse 1)

If you like the meat group, clap your hands (clap clap)

If you like the milk group, clap your hands (clap clap)

If you want to be healthy, clap your hands (clap clap)

If you like nutritious snacks, clap your hands (clap clap)

Billy Boy

Words on following page.

BILLY BOY

Do you chew your food up fine, Billy-Boy, Billy-Boy?
Do you chew your food up fine, Charming Billy?

Yes, I chew my food up fine, never hurry when I dine,
I'm a wise boy, but some boys are silly.

Have you had your glass of milk, Billy-Boy, Billy-Boy?
Have you had your glass of milk, Charming Billy?

Yes, I've had a glass of milk, and I feel as fine as silk,
I'm a wise boy, but some boys are silly.

Have you eaten up your meat, Billy-Boy, Billy-Boy?
Have you eaten up your meat, Charming Billy?

Yes, I've eaten up my meat and it surely was a treat,
I'm a wise boy, but some boys are silly.

Have you eaten your fruit, Billy-Boy, Billy-Boy?
Have you eaten your fruit, Charming Billy?

Yes, I've eaten some fruit, don't you think I'm cute?
I'm a wise boy, but some boys are silly.

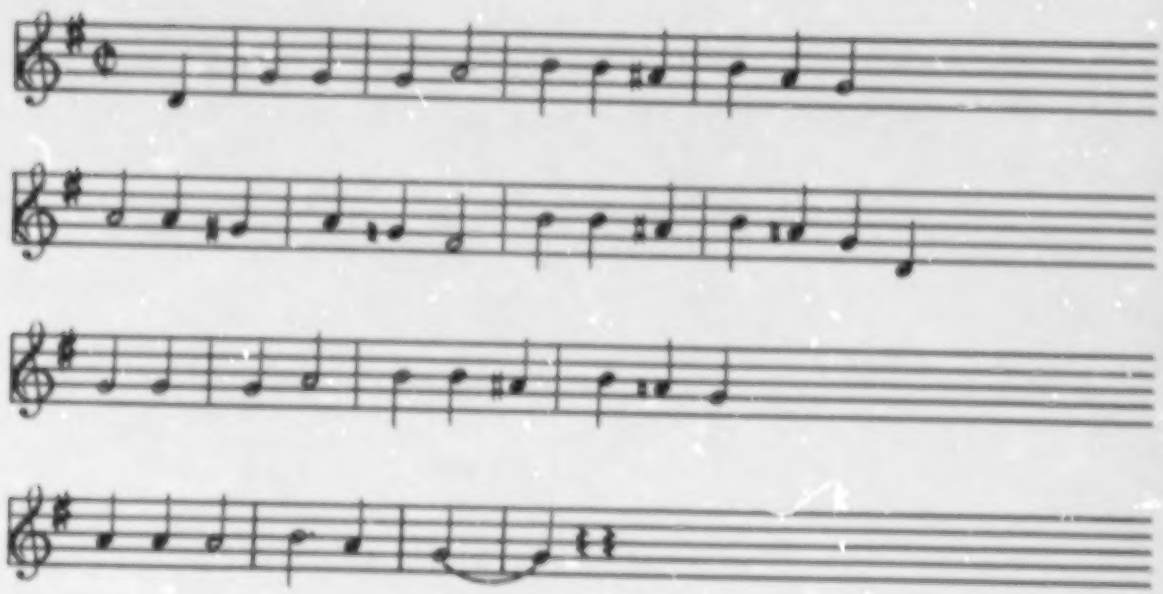
Have you eaten your bread, Billy-Boy, Billy-Boy?
Have you eaten your bread, Charming Billy?

Yes, I've eaten my bread, just like you said,
I'm a wise boy, but some boys are silly.

(Use different names for each verse.)

Healthy All Your Life

Tune: The Old Gray Mare



Words on following page.

HEALTHY ALL YOUR LIFE

My skin and hair they ain't what they used to be,
They ain't what they used to be
They ain't what they used to be
My skin and hair they ain't what they used to be,
Since I learned grow, glow and go!

My muscles and bones they ain't what they used to be,
They ain't what they used to be
They ain't what they used to be
My muscles and bones ain't what they used to be
Since I learned grow, glow, and go!

My get up and go they ain't what they used to be,
They ain't what they used to be
They ain't what they used to be
My get up and go they ain't what they used to be
Since I learned grow, glow, and go!

With meat and milk you can grow like you want to be,
Grow like you want to be
Grow like you want to be
With meat and milk you can grow like you want to be
Healthy all your life.

With fruits and vegetables you'll glow like you want to glow
Glow like you want to glow
Glow like you want to glow
With fruits and vegetables you'll glow like you want to glow
Healthy all your life

With bread and cereals you'll go like you want to go
Go like you want to go
Go like you want to go
With bread and cereals you'll go like you want to go
Healthy all your life.